

**BOARD OF GOVERNORS**  
**August 9-10, 2018**  
**Colorado State University-Global Campus**  
**7800 East Orchard Road, Suite 200**  
**Greenwood Village, CO 80111**

**THURSDAY, AUGUST 9, 2018**

Board of Governors Breakfast, *CSU-Global Campus* 8:30 a.m. – 9:00 a.m.

**COMMENCE BOARD MEETING – CALL TO ORDER** 9:00 a.m. – 5:30 p.m.

**1. PUBLIC COMMENT 4** 9:00 a.m. – 9:15 a.m.

**2. BOARD CHAIR’S AGENDA 5** 9:15 a.m. – 9:20 a.m.  
*Excellence in Teaching Award, CSU-Global*

**3. ANNUAL ATHLETICS REPORTS 7** 9:20 a.m. – 10:00 a.m.  
• Colorado State University-Pueblo – Presented by Paul Plinske, Athletic Director 8  
• Colorado State University – Presented by Joe Parker, Athletic Director 27

**4. AUDIT AND FINANCE COMMITTEE 40** 10:00 a.m. – 11:15 a.m.  
Jane Robbe Rhodes, Chair  
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- Status of FY 2018-2019 Audit Plan 43
- Audit Reports and Recommendations 45
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**BREAK**

**5. CSU GLOBAL REPORTS 186** 11:25 a.m. – 11:45 a.m.  
▪ Student Report CSU – Presented by Dorothy Axelson 187  
• Faculty Report – Presented by Barry Smith 189  
• President’s Report – Presented by Becky Takeda Tinker 190

**6. CSU-GLOBAL 2.0 PANEL AND DEMO 192** 11:45 p.m. – 12:30 p.m.

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August 9-10, 2018

<b>LUNCH</b>	12:30 p.m. – 1:00 p.m.
<b>7. EVALUATION COMMITTEE – (Executive Session) 193</b> <u>Nancy Tuor, Chair</u>	1:00 p.m. – 5:30 p.m.
<b>BOARD OF GOVERNORS DINNER WITH CSUS FOUNDATION (Social)</b> <i>Perry’s Steakhouse, 8433 Park Meadows Center Dr., STE D154, Lone Tree, CO 80124</i>	6:30 p.m.
<b><u>FRIDAY, AUGUST 10, 2018</u></b>	
Board of Governors Breakfast, <i>CSU Global Campus</i>	8:30 a.m. – 9:00 a.m.
<b>RECONVENE BOARD MEETING</b>	9:00 a.m. – 3:10 p.m.
<b>8. CHANCELLOR’S REPORT 194</b>	9:00 a.m. – 9:15 a.m.
<b>9. STRATEGIC MAPPING UPDATE 197</b>	9:15 a.m. – 9:35 a.m.
<b>10. EXECUTIVE SESSION 216</b>	9:35 a.m. – 10:35 a.m.
<b>BREAK</b>	
<b>11. REAL ESTATE/FACILITIES COMMITTEE 217</b> <u>Bill Mosher, Chair</u> <i>Executive Session</i> <i>Open Session</i> Action on Delegation of Authority related to the Hughes Property 219 Grant of Easement – Washington County 224 Acquisition of Easement – Orchard Mesa 227 Long Term Ground Lease – CSU & Colorado Mesa University 230 Long Term Lease of Space – CSU-Global Aurora Public Schools 233	10:45 a.m. – 11:45 a.m.
<b>LUNCH</b>	11:45 a.m. – 12:30 p.m.
<b>12. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 235</b> <u>Dennis Flores, Chair</u>	12:30 p.m. – 1:30 p.m.
<ul style="list-style-type: none"> <li>• New Degree Programs 237 CSU: Graduate Certificate in Communications for Conservation CSU: Graduate Certificate – Postsecondary Access and Success</li> <li>• Program Review Schedule 2018-19: CSU 239, CSU-Pueblo 287</li> <li>• Approval of Degree Candidates for AY18-19 – CSU 241, CSU-Global 284, CSU-Pueblo 289</li> <li>• Report of Degrees Awarded CSU 242, CSU-Global 285</li> <li>• Faculty Manual Changes Section D.7.1 – Maximum Employment 243 Section I.7 – Student Appeals of Grading Decisions 245 Section K – Resolution of Disputes 247</li> <li>• Posthumous Degree: CSU-Pueblo 290</li> <li>• Campus Reports: <ul style="list-style-type: none"> <li>▪ Faculty Activity Report CSU 291, CSU-Pueblo 312, CSU Global 323</li> <li>▪ Promotion and Tenure Report – CSU 304</li> <li>▪ CSU-Pueblo Horticulture 2+2 MOU</li> </ul> </li> </ul>	

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13. **CSU-PUEBLO REPORTS 334** 1:30 p.m. – 2:00 p.m.
- Student Report – Presented by Wes Taylor 335
  - Faculty Report – Presented by Susan Belpert 338
  - President’s report – Presented by Tim Mottet 341
14. **COLORADO STATE UNIVERSITY REPORTS 351** 2:00 p.m. – 3:00 p.m.
- Student Report – Presented by Tristan Syron 352
  - Faculty Report – Presented by Margarita Lenk 357
  - President’s Report – Presented by Tony Frank 358
    - Extension Report 387
15. **APPROVAL OF CONSENT AGENDA 447** 3:00 p.m. – 3:05 p.m.
- A. Colorado State University System  
Minutes of the May 1, 2018 Meeting and Committee Meetings  
Minutes of the May 31- June 1, 2018 Board Retreat, Meeting and Committee Meetings
- B. Colorado State University  
CSU: Graduate Certificate in Communications for Conservation  
CSU: Graduate Certificate – Postsecondary Access and Success  
Program Review Schedule 2018-19  
Approval of Degree Candidates for AY18-19  
Faculty Manual Changes  
Section D.7.1 – Maximum Employment  
Section I.7 – Student Appeals of Grading Decisions  
Section K – Resolution of Disputes
- C. Colorado State University-Pueblo  
Program Review Schedule 2018-19  
Approval of Degree Candidates for AY18-19
- D. Colorado State University Global Campus  
Approval of Degree Candidates for AY18-19
16. **BOARD MEETING EVALUATION** 3:05 p.m. – 3:10 p.m.
- ADJOURNMENT** 3:10 p.m.

**Next Board of Governors Board Meeting:** October 4-5, 2018 CSU, Fort Collins

**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*

## 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.”*

### **Dr. Harriet Austin CSU – Global Campus**



Harriet Austin started with CSU-Global in March of 2015. Dr. Austin has demonstrated teaching effectiveness within the classroom and a commitment to a student-centered approach that shows respect and concern for students. She is engaged in teaching and student learning that is intellectually rigorous and creative and also fosters independent and critical thinking. She includes and integrates scholarly/professional contributions in her coursework that encourages critical thinking and challenges students to further inquiry. Dr. Austin also advises/mentors undergraduates, graduates and other faculty outside of the classroom demonstrating her commitment to Academic Citizenship. Dr. Karen Ferguson, Provost and VP of Strategic Innovation says, “Harriet is an outstanding member of our undergraduate teaching ranks. She consistently performs well-above average as demonstrated by her high peer-mentor evaluations and by her student evaluations. She finds new ways to engage with her students and other faculty on a regular basis and really sets the standard for teaching and engaging undergraduate students at CSU-Global.”

Dr. Austin completed her doctorate in Biology/Physiology at the University of Colorado-Boulder and has taught courses in biology and physiology at Widener University, the University of Wyoming, the University of Colorado–Boulder, Front Range Community College, and the University of Colorado-Denver. Her experience ranges from having been a tenure-track professor conducting independent research in developmental biology at the University of Wyoming to being a lead instructor in the LEND program, a multidisciplinary training program for graduate students in the health professions. Between 2008 and 2014, she also coordinated multiple clinical research studies in autism at Children’s Hospital, mentored undergraduate and graduate students in her lab, and served as faculty advisor to biology majors and to students in the health professions.

In addition to her experience in the clinical arena, Harriet is a published researcher with extensive teaching experience. Backed by her outstanding student and peer evaluations, Harriet became a faculty mentor at CSU-Global Campus in 2017, and is a valued colleague among her program faculty as well as to all university faculty and academic leaders.

# Section 3

## *Annual Athletics Reports*

- Colorado State University – Pueblo – Paul Plinske, Athletic Director
- Colorado State University – Joe Parker, Athletic Director

# Colorado State University-Pueblo Intercollegiate Athletics

August 2018



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# Paul Plinske, Ph.D.

- Minneapolis native
- Education
  - Bachelor of Science - Bethel University (MN)
  - Master of Science - University of Illinois
  - Doctor of Philosophy - University of Minnesota
- Experiences
  - University of Wisconsin-La Crosse (Division III)
  - University of Wisconsin-Whitewater (Division III)
  - University of Nebraska Kearney (Division II)



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# Strategic Plan

- I. Strength, Weaknesses, Opportunities and Threats (SWOT)
- II. Mission Statement
- III. Vision
- IV. Five Core Areas
  1. Academic Excellence and Student-Athlete Enrichment
  2. Competitive Success
  3. Program Integrity
  4. External Outreach
  5. Value to the University and Community



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# Strengths, Weaknesses, Opportunities and Threats (SWOT)

## Strengths

Location  
Facilities  
Tradition of success

Campus leadership  
Alumni/Donor support

## Weaknesses

Technology  
Infrastructure (aging)

Scholarships  
Staff compensation

## Opportunities

State growth  
New leadership

Marketing  
Alumni/Donor support

## Threats

Rising costs  
Perception of Pueblo

Pueblo CC, Colorado Mesa and UCCS  
Decreasing enrollment

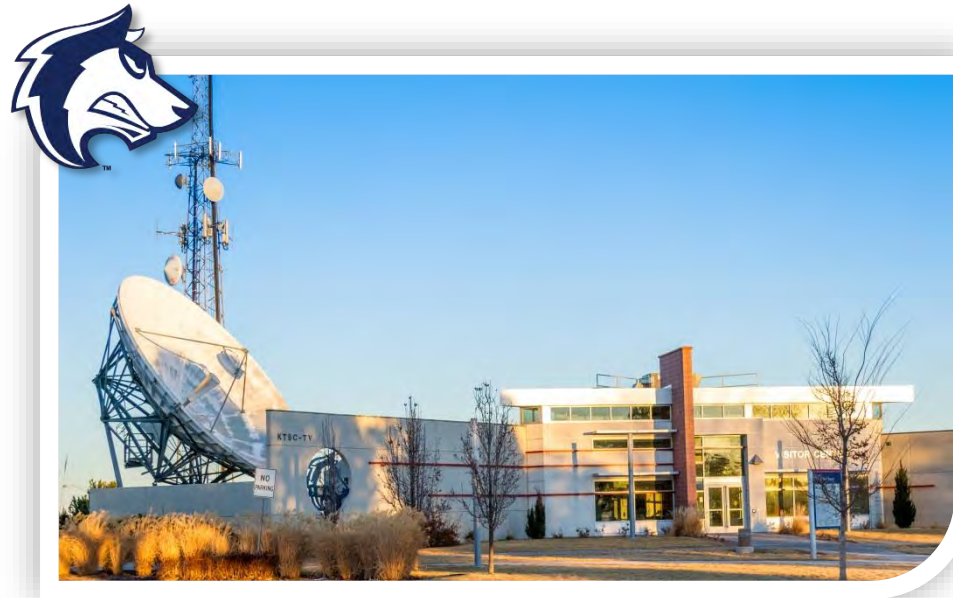
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# Mission Statement

Developing champions through academic excellence, athletic achievement and community engagement with the ultimate goal of building productive citizens.



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# Derrick Williams



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# Vision

We aspire to be an athletic powerhouse and the standard for holistic student-athlete development and academic opportunity.



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# Courtney Ewing



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# Academic Excellence and Student-Athlete Enrichment

- Exceptional **scholastic** performance.
- **Recognize** outstanding academic excellence.
- Build and enhance **relationships with faculty, advisors and academic units**.
- Advance opportunities in **technology**.
- Provide high quality opportunities for the student-athletes to **develop as a person**.
- Emphasize **mental health and wellness**.
- Develop **career-planning** opportunities.





# Exceptional Scholastic Performance

## Grade Point Averages (2017-18)

### General Students

2.91 GPA

### Student-Athletes

3.031 GPA

\*15 of 20 sports above 3.0 GPA

\*Women's Cross Country – 3.7 GPA

\*Men's Tennis – 3.473 GPA

# Competitive Success



- **Win** Rocky Mountain Athletic Conference (RMAC) championships.
- Compete on a **national stage**.
- Bolster **support** for Athletic Department personnel.
- Enhance **staff compensation**.
- Provide **professional development** opportunities.
- Develop top-notch **athletic facilities**.

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# Thomas Staines



# Program Integrity

- Develop an **annual operating budget** and a long-term budget plan for the entire Department.
- Further bolster **Medical services**.
- Build on **Strength and Conditioning services**.
- **Inventory sports equipment** and create a list of needs, including an equipment and uniform replacement timetable.
- Serve as exemplary leaders in NCAA and RMAC **rules compliance**.
- Partner with the campus to ensure **institutional rules compliance**.

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# Three-Year Financial Status

	<u>FY 16</u>	<u>FY 17</u>	<u>FY 18</u>
<b>Total</b>	\$7.36m	\$8.09m	\$7.36m
Ticket Sales	\$228k	\$242k	\$188k
Contributions	\$992k	\$1.67m	\$1.07m
Student Fees	\$1.3m	\$1.39m	\$1.34m
University	\$3.6m	\$3.61m	\$3.99m

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# Gender Equity

- Build the spirit of **gender equity and diversity**.

	<u>Male</u>	<u>Female</u>
<b>Athletics</b>	373 (66.61%)	187 (33.39%)
<b>Undergraduate Students</b>	1,564 (49.49%)	1,590 (50.41%)
<b>Difference</b>	<b>17.02%</b>	

**\*49% of CSU-Pueblo student-athletes are ethnic minority.**

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# External Outreach

- Efficiently raise **external resources** for the Department with a full-service approach to reaching and satisfying donor interests.
- Provide a wide array of **corporate partnership** options and opportunities.
- Increase visibility of the Department and become known for **fan engagement and brand awareness**.
- Establish **facility rentals and camps and clinics** so that outsiders will experience this institution and Athletic Department.
- **Media Relations** works diligently to expand media coverage of programs and serve fans and student-athletes through social media and the website.



# Value to University and Community

- Establish **meaningful relationships** with the campus and community of Pueblo.
- **Add value** to the CSU-Pueblo campus.





# Daniel List



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# Athletics Scorecard (2018-19)

1. Attain **3.05 grade point average**.
2. **Retain 70%** of our freshman to sophomores.
3. Incorporate **two new educational sessions** for student-athletes.
4. Place **top 3 of RMAC All-Sports Competition Cup**.
5. Develop plan to **close \$300,000 structural deficit**.
6. Empower Foundation's **comprehensive campaign** for Athletics.
7. **Six hours of community service** per student-athlete.

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# Colorado State University Department of Athletics Report to the Board of Governors

## August 2018



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## I. 2017-18 Academic Performance Report

- a) Graduation Rates
- b) Academic Progress Rate (APR)
- c) Team GPAs
- d) Accomplishments

## II. 2017-18 Athletic Performance Report

- a) Athletic Performance
- b) Accomplishments

## III. 2017-18 Financial Report

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# Academic Performance

## 2017 Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I - FBS Student-Athletes	All NCAA Div. I - FBS Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	67%	66%	68%	68%	63%	56%	2nd (tied w/USU; BSU 1 <sup>st</sup> at 69%)
NCAA Graduation Success Rate (GSR)*	84%	N/A*	86%	N/A*	81%	N/A*	4th (behind USU, AFA & BSU)

\*The NCAA Graduation Success Rate (GSR) cannot be calculated for non-athletes because it takes NCAA eligibility rules into account.

Information based on most current public data. The 2017 report is based on the 2010-11 cohort year. Scores are a four-class average.

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# Academic Performance

## 2017 Graduation Rates

- Comparison of CSU student-athletes to peer institutions and CU:

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
UC-Davis	80%	Virginia Tech	90%
Illinois	74%	Colorado	88%
Michigan State	71%	Illinois	88%
Purdue	71%	UC-Davis	87%
Texas A&M	70%	Michigan State	87%
<b>Colorado State</b>	<b>67%</b>	North Carolina State	85%
Colorado	67%	Tennessee	85%
Kansas State	67%	<b>Colorado State</b>	<b>84%</b>
Virginia Tech	67%	Iowa State	84%
Iowa State	66%	Kansas State	84%
North Carolina State	66%	Purdue	84%
Tennessee	64%	Texas A&M	81%
Washington State	60%	Washington State	80%
Oregon State	54%	Oregon State	78%
Oklahoma State	46%	Oklahoma State	70%

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# Academic Performance

## Academic Progress Rate (APR)

SPORT	Single-Year Rates			Multi-Year Rates		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Men's Basketball	961	963	920	975	976	966
Men's Cross Country	1000	1000	950	1000	1000	989
Football	997	966	953	954	966	970
Men's Golf	1000	1000	1000	985	992	993
Men's Track & Field	991	1000	982	986	991	991
Women's Basketball	969	1000	1000	991	991	992
Women's Cross Country	966	1000	1000	989	990	991
Women's Golf	967	1000	1000	976	976	992
Women's Soccer	1000	1000	981	1000	1000	993
Softball	1000	969	1000	997	990	993
Women's Swimming	1000	1000	1000	983	991	1000
Women's Tennis	969	933	1000	977	959	966
Women's Track & Field	997	1000	993	980	989	993
Women's Volleyball	1000	1000	960	995	995	984

**Notes:**

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is a predictor of future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multi-year rate falls below 930.
3. APR data for 2017-18 will not be submitted until October 2018.



# Academic Performance Team GPAs

<b>SPORT</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
Men's Basketball	1.83	2.61	2.53	2.28
Football	2.39	2.52	2.37	2.53
Men's Golf	3.23	3.15	3.16	3.19
Men's XC & Track	3.08	3.20	2.98	2.92
<b>All Male Student-Athletes</b>	2.58	2.79	2.60	2.68
Women's Basketball	3.26	3.35	3.15	3.30
Women's Golf	3.78	3.40	3.08	3.53
Women's Soccer	3.15	3.16	3.24	3.19
Softball	2.83	3.09	3.28	3.41
Women's Swimming	3.24	3.31	3.35	3.35
Women's Tennis	3.33	3.40	3.48	3.45
Women's XC & Track	3.23	3.24	3.32	3.28
Women's Volleyball	3.05	3.20	3.38	3.37
<b>All Female Student-Athletes</b>	3.20	3.24	3.30	3.32
<b>All CSU Student-Athletes</b>	2.89	3.01	2.94	2.99
<b>All CSU Students</b>	2.97	3.02	2.98	3.04



# Academic Performance 2017-18 Accomplishments

- Fall 2017 marked the 12th-highest student-athlete term GPA on record (2.936) and seventh-highest student-athlete cumulative GPA on record (3.016).\*
- Spring 2018 marked the eighth-highest student-athlete term GPA on record (2.989) and fifth-highest student-athlete cumulative GPA on record (3.040).\*

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\*Records include 23 semesters worth of data, beginning with Spring 2007.



## Academic Performance 2017-18 Accomplishments

138 Rams earned MW Academic All-Conference recognition for achieving a grade-point average of 3.0 or better while competing in at least 50% of their teams' varsity contests during the year.

89 Rams earned MW Scholar-Athlete awards for achieving a grade-point average of 3.5 or better while utilizing a season of competition (competing in at least one contest).

MW Academic All-Conference  
 2016-17: 152 student-athletes  
 2015-16: 150 student-athletes  
 2014-15: 142 student-athletes  
 2013-14: 148 student-athletes

MW Scholar-Athlete  
 2016-17: 90 student-athletes  
 2015-16: 81 student-athletes  
 2014-15: 70 student-athletes  
 2013-14: 74 student-athletes

## Athletic Performance 2017-18

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POST SEASON
Men's Basketball	4-14	11-21	10th	Did not qualify for postseason play
Men's Cross Country	N/A	N/A	1st	MW Champions; 4th in NCAA Mountain Region Cross Country Championship; 9th at NCAA Championships (best finish since 1978); One All-American; Art Siemers named MW Coach of the Year
Football	5-3	7-6	T-2nd (Mountain Div.)	Earned fifth-consecutive bowl berth; lost to Marshall in the Gildan New Mexico Bowl (17th bowl game in program history)
Men's Golf	N/A	N/A	2nd	Won one tournament; Team finished 7th at NCAA Kissimmee Regional (first team appearance since 2012); Christian Newton named MW Coach of the Year
Men's Indoor Track	N/A	N/A	2nd	Finish 16th at NCAA, 3 Individual qualifiers for NCAA Championship - all earned All-America honors
Men's Outdoor Track	N/A	N/A	2nd	3 Individual qualifiers for NCAA Championship - all earned All-America honors
Women's Basketball	11-7	21-12	t-4th	Competed in National Invitation Tournament; Ryun Williams became CSU all-time winningest coach
Women's Cross Country	N/A	N/A	7th	Finished 7th in NCAA Mountain Region Cross Country Championship
Women's Golf	N/A	N/A	3rd	Katrina Prendergast & Ellen Secor qualified as individuals for NCAA Regional; Duo wins USGA Four-Ball national title.
Women's Soccer	2-6-3	4-10-5	11th	Did not qualify for NCAA Championship
Softball	10-14	27-23	7th	Played in the National Invitational Softball Championship
Women's Swimming & Diving	N/A	8-3	5th	Did not qualify for NCAA Championship
Women's Tennis	1-5	11-12	11th	Did not qualify for NCAA Championship
Women's Indoor Track	N/A	N/A	2nd	Did not qualify for NCAA Championship
Women's Outdoor Track	N/A	N/A	3rd	Kelcey Bedard was individual qualifier for NCAA Championship - earned All-America honor
Women's Volleyball	17-1	29-4	1st	MW Champions; Qualified for the NCAA Tournament for the 23rd consecutive year; Tom Hilbert MW Coach of the Year



# Athletic Performance

## 2017-18 Accomplishments

- CSU claimed two Mountain West championships (men's cross country, volleyball).
  - Overall, seven of 16 programs finished in the top two in the MW—two champions and five, second-place finishes (football, men's golf, women's indoor track & field, men's indoor track & field and men's outdoor track & field). More than half of the Rams programs—9 of 16—finished in the top 3 of the MW standings.
- The Rams were represented in eight NCAA postseason competitions (volleyball, men's cross country, men's indoor and outdoor track & field, women's cross country, women's outdoor track & field, men's golf and women's golf). Including the women's basketball and softball programs competing in their respective National Invitation Tournaments and football's bowl game, 11 of the 16 CSU athletic programs wrapped up their year in postseason events.
- Four Rams were named Mountain West Athlete of the Year, while there were 13 individual championships and eight All-America honors earned in 2017-18.
- The football, volleyball, men's cross country and women's basketball programs qualified for postseason competition in 2017-18, with each team extending an impressive streak of postseason competition.

# Athletic Performance

## 2017-18 Accomplishments

- Senior Mostafa Hassan repeated as NCAA Indoor national champion in the shot put, and claimed his third consecutive MW Indoor shot put title, to go with two outdoor titles. He was the NCAA Outdoor third place finisher in 2018.
- The volleyball program, under 22nd-year Head Coach Tom Hilbert, qualified for the NCAA tournament for the 23rd year in a row. The Rams defeated Michigan in the opening round.
- The women's tennis team, led by second-year Head Coach Jarod Camerota, reached the 10-win plateau for the first time since 2007.
- Head Coach Mike Bobo led the football team to its fifth consecutive bowl game, tied for the longest streak in school history. Senior wide receiver Michael Gallup became just the fourth consensus first-team All-American in school history, was a finalist for the Biletnikoff Award and was drafted in the third round, 81<sup>st</sup> overall, by the Dallas Cowboys in April.
- The track and field program claimed another CoSIDA Academic All-America honor in the nation in 2018, with Jerrell Mock named on the second team. He is the seventh multiple Academic All-America award winner in any sport in school history.
- The softball program, led by Head Coach Jen Fisher, started the season 7-0—its best start since 1997—and earned a berth in the National Invitational Softball Championship (NSIC) after finishing with a regular season record of 26-21.

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Colorado State University  
 Department of Athletics  
**FY 18 Budget and Actuals-Org 0120 - Unaudited**

Expenditures	Budget FY 18	Actuals FY 18	Variance Actual vs Budget
1 Financial Aid	\$ 9,425,689	\$ 9,072,056	\$ 353,633
2 Salaries and Benefits	15,802,266	16,862,468	(1,060,202)
3 Debt Service	376,294	428,358	(52,064)
4 Operations	10,171,798	11,228,731	(1,056,933)
5 Bowl Game (established midyear per MW formula after bowl selection)	602,600	719,605	(117,005)
6 Camp Expenses including payouts of FY17 profits	1,200,000	720,229	479,771
7 Trade Outs	2,800,000	2,894,569	(94,569)
8 Total Expenditures	<u>\$ 40,378,647</u>	<u>\$ 41,926,016</u>	<u>\$ (1,547,369)</u>
Revenues			
9 University Base Support	\$ 11,935,970	\$ 11,939,898	\$ 3,928
10 University 1x Support	6,921,385	6,194,748	(726,637)
11 Student Fees	5,834,990	5,866,687	31,697
12 Camp Revenues received in FY 18 less FY19 carryforward	1,200,000	616,122	(583,878)
13 Trade Outs	2,800,000	2,894,569	94,569
14 Bowl Revenue (MW distribution + Ticket Sales)	602,600	527,347	(75,253)
15 Self Generated Revenue	7,437,728	9,115,225	1,677,497
16 Total Revenue	<u>\$ 36,732,673</u>	<u>\$ 37,154,596</u>	<u>\$ 421,923</u>
17 Stadium Transfer to 0120 per Pro Forma	3,645,974	3,645,974	-
18 Additional Stadium Transfer	-	1,125,446	-
19 Net	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

### Income Statement Pro Forma Fiscal Year 2018 - Canvas Stadium

Revenues	FY16 Hughes	FY17 Hughes	FY18 Canvas
1 Premium Seat Donations	\$ -	\$ -	\$ 3,462,757
2 Priority Seat Donations	2,339,759	2,541,068	\$ 1,139,288
3 Tickets and Parking	3,705,625	3,632,874	\$ 5,151,617
4 Advertising/Sponsorship	2,596,024	3,509,256	\$ 3,030,365
5 Naming Rights	-	-	\$ 1,060,167
6 Hughes Base Budget Reallocation	-	-	\$ 610,000
7 Miscellaneous Revenue	315,942	306,417	\$ 1,124,092
<b>8 Total Revenue</b>	<b>\$ 8,957,350</b>	<b>\$ 9,989,615</b>	<b>\$ 15,578,286</b>
Expenses			
9 Salaries and Benefits	\$ -	\$ -	\$ 167,980
10 Supplies	\$ -	\$ -	\$ 73,832
11 General Operating Services	\$ -	\$ -	\$ 354,564
12 Professional Services	\$ -	\$ -	\$ 127,130
13 Repairs & Maintenance	\$ -	\$ -	\$ 250,420
14 Utilities	\$ -	\$ -	\$ 609,143
15 Game-Day Expenses	\$ 1,000,089	\$ 854,707	\$ 1,557,391
<b>16 Total Expenses</b>	<b>\$ 1,000,089</b>	<b>\$ 854,707</b>	<b>\$ 3,140,461</b>
<b>17 Net Income</b>	<b>\$ 7,957,261</b>	<b>\$ 9,134,908</b>	<b>\$ 12,437,825</b>

### CSL Feasibility Study Low Case 2012

Revenues	CSL FY18	FY 18 Final	\$ Variance CSL vs Final	% Variance CSL vs Final
18 Premium Seat Donations	\$ 1,846,000	\$ 3,462,757	\$ 1,616,757	88%
19 Priority Seat Donations	1,876,000	\$ 1,139,288	\$ (736,712)	-39%
20 Tickets and Parking Net Sales Team	4,678,000	\$ 5,151,617	\$ 473,617	10%
21 Advertising/Sponsorship	1,616,162	\$ 3,030,365	\$ 1,414,203	88%
22 Naming Rights	400,000	\$ 1,060,167	\$ 660,167	165%
23 Hughes Base Budget Reallocation	-	\$ 610,000	\$ 610,000	100%
24 Miscellaneous Revenue	982,319	\$ 1,124,092	\$ 141,773	14%
<b>25 Total Revenue</b>	<b>\$ 11,398,481</b>	<b>\$ 15,578,286</b>	<b>\$ 4,179,805</b>	<b>37%</b>
Expenses				
26 Salaries and Benefits	200,000	\$ 167,980	32,020	16%
27 Supplies	15,000	\$ 73,832	- 58,832	-392%
28 General Operating Services	35,000	\$ 354,564	- 319,564	-913%
29 Professional Services	75,000	\$ 127,130	- 52,130	-70%
30 Repairs & Maintenance	200,000	\$ 250,420	- 50,420	-25%
31 Utilities	400,000	\$ 609,143	- 209,143	-52%
32 Game-Day Expenses	480,000	\$ 1,557,391	- 1,077,391	-224%
<b>33 Total Expenses</b>	<b>\$ 1,405,000</b>	<b>\$ 3,140,461</b>	<b>\$ 1,735,461</b>	<b>124%</b>
<b>34 CSL Net Income</b>	<b>\$ 9,993,481</b>	<b>\$ 12,437,825</b>	<b>\$ 2,444,344</b>	<b>24%</b>

### Projected Net Income Variance Versus CSL Feasibility Low Case (Line 17-Line 34)

<b>35</b>					<b>\$ 2,444,344</b>
-----------	--	--	--	--	---------------------

### Projected Bond Debt Service Coverage

			FY18 Final
36 <b>Net Income from Line 17</b>	<b>\$ 7,957,261</b>	<b>9,134,908</b>	<b>\$ 12,437,825</b>
37 Contribution to Athletics from CSL Model	3,645,974	3,645,974	3,645,974
38 Bond Payments	-	-	4,166,405
39 <b>Surplus(Shortfall)</b>	<b>\$ 4,311,287</b>	<b>5,488,934</b>	<b>\$ 4,625,446</b>
40 Stadium Donations from CSUF as needed	-	-	-
41 <b>Net</b>	<b>\$ 4,311,287</b>	<b>5,488,934</b>	<b>\$ 4,625,446</b>
42 Add'l Allocation to Athletics' Ops	4,311,287	5,488,934	1,125,446
43 Allocation to Academic Operations	-	-	500,000
44 <b>Net Annual Stadium Reserve</b>	<b>-</b>	<b>-</b>	<b>\$ 3,000,000</b>
45 <b>Cumulative Stadium Reserve</b>	<b>-</b>	<b>-</b>	<b>\$ 3,000,000</b>

### Philanthropic Coverage

		FY 18 Final
46 Prior FYE stadium capital cash		\$ 8,360,737
47 Current FY stadium capital pledge payments less naming rights		
48 Use of stadium gifts to repay bonds (= line 40)		
49 Net Stadium Cash gift available to service bonds at FYE	\$ 8,360,737	\$ 10,397,413

# Section 4

## *Audit and Finance Committee*



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

**Audit**

1. *Discussion/Presentation* – Status of FY 2018-2019 Audit Plan 5 min.
2. *Discussion/Presentation* – Audit Reports and Recommendations 10 min.
3. *Discussion/Presentation* – Past Due Audit Recommendations 5 min.

**Finance**

4. *Discussion/Presentation* – New Auditor Partner Presentation by:  
Paul Niedermuller with Clifton Larson and Allen 15 min.
5. *Discussion/Presentation* – Upcoming GASB Pronouncements 10 min.
6. *Discussion/Presentation* – State Budget Update 5 min.
7. *Discussion/Presentation* – Campus Budget Presentations 10 min.
8. *Discussion/Presentation/Action* - Annual Approval of Institutional Plan for Student Fees  
for CSU and CSU-Pueblo 5 min.
9. *Discussion/Presentation/Action* – State-funded Information Technology Capital Projects 15 min.
  - a. Adoption of the FY 2019-2020 combined campuses capital IT project prioritization  
list for presentation to CCHE.
  - b. Adoption of Program Plans for CSU-Pueblo Communication System Upgrade and  
CSU's Network Refresh
10. *Discussion/Presentation/Action* – Update to CSU System Reserves Policy 5 min.
11. *Discussion/Presentation* – CSU System Treasury Update 5 min.
12. *Discussion/Presentation/Action* – Approval of Fourteenth and Fifteenth Supplemental  
Resolutions 10 min.

# Board of Governors

Audit and Finance Committee

August 9, 2018



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# Item #1

## Status of FY 2018-2019 Audit Plan

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**Colorado State University System  
Department of Internal Audit  
Status of FY 2018-2019 Audit Plan**

<b>Institution</b>	<b>Audit Area</b>	<b>Reporting Area</b>	<b>Status</b>
<b>Carry Forward from FY 2017-2018</b>			
CSU	Social Media (IT)	VP External Relations	Fieldwork
CSU	Data Security-Advancement	VP Advancement	Draft Report
CSU	Facilities-Campus Design and Construction	VPUO	
CSUP	Human Resources	President	Fieldwork
CSU	Department Codes-Best Practices	Provost	
CSU	VP Enrollment and Access	Provost	
CSU	Athletics Compliance	President	Fieldwork
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	Planning
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	
<b>New for 2018-2019</b>			
All	Ethical Climate	Chancellor	
CSU	Student Support and Safety/Title IX Controls	VPSA/President	
CSU	Office of Sponsored Programs	VPR	
CSU	Athletics Compliance	President	
CSUGC	Human Resources (CSU Global)	VPFC	
CSUGC	Cybersecurity (CSU Global)	Asst Dir IT	
All	Continuous Auditing	Various	Ongoing
CSU	CVMB Financial and IT Review	Provost	Planning
CSUP	Special Project – CSUP Capital Accounts	VPFA	Fieldwork
CSU	Special Project – College of Business	President	Fieldwork

# Item #2

## Audit Reports and Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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Audit of the Veterinary Teaching Hospital – Colorado State University

EXECUTIVE SUMMARY

April 27, 2018

**Background Information**

The Veterinary Teaching Hospital (VTH) is a department residing within the College of Veterinary Medicine and Biomedical Sciences (CVMBS). The VTH has a mission to educate the next generation of veterinarians by providing exceptional veterinary care and service to the community. The department strives to advance medicine by integrating world-class care with leadership in veterinary education and scientific discovery.

The VTH is currently in the process of replacing its 25-year old billing system, Chimera, with the new system implementation of StringSoft. Chimera was used for invoicing services, recording accounts receivable, and billing pharmacy and central supply inventory. StringSoft will also replace Great Plains, the system used to account for central supply and pharmacy inventories.

The VTH is funded from a variety of sources, including appropriated funds, gift funds, and funding from general operations. The largest source of funding is from general operations. A current deficit was noted in the PVMSF fund that is partially due to the seasonality of the VTH's business. May and June are typically the VTH's highest earning months, and projected revenues will help offset some of the current deficit. Another cause of the current year deficit is related to additional faculty salary expenses that the VTH assumed from the Clinical Sciences department at the beginning of the fiscal year. These expenses were unanticipated and unbudgeted, but the VTH will use a combination of price increases, cost reductions, and new service offerings to offset the increased expense. Cost analysis will be reviewed further for updates in FY 2020 once StringSoft is live.

**Scope and Objectives**

The audit covered strategic planning, financial process controls, and patient records as they related to financial control. The objectives of our audit were as follows:

- Determine if the financial controls over VTH business processes were adequate.
- Determine if the VTH strategic plan is in alignment with CSU's strategic plan and whether performance is measured and tracked.
- Identify opportunities to improve business processes at the VTH.

**Results and Conclusions**

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

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

1. In conjunction with the implementation of StringSoft, it is recommended that the VTH Business Officer document financial control processes for account reconciliations, accounts receivable, invoicing revenue, processing cash receipts, accounting for central supply, and pharmacy inventories.

2. In conjunction with the implementation of StringSoft, it is recommended that the VTH Business Officer ensure that there is an audit trail, whether in the patient file or electronically in the system, for all invoice charges. This will make it easier for VTH staff to confirm the accuracy of the invoice and to follow up on questions regarding invoice charges. It will also help ensure that services rendered and supplies provided are not omitted from customer billings.
3. With the implementation of StringSoft, it is recommended that the VTH Business Officer fully automate the discount process.
4. The VTH Business Officer should expand the discount review process to include spot checks of discount calculations. This will help ensure that discounts are properly calculated and recorded and that the VTH is collecting all revenues due.
5. With the implementation of StringSoft, it is recommended that the VTH Business Officer further enhance compensating controls by implementing analytical procedures to monitor and track monthly supply expenses (such as budget to actual and month to month expense) for the individual departments. This oversight function should be separate from the functions related to maintaining the supply inventory. This would enable the departments to better analyze their expenses and identify any unusual spending patterns.

We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 18-05 issued the same date as this Executive Summary.

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



## CSUS Internal Audit Quality Assurance Review – Self-Assessment with Independent External Validation

## EXECUTIVE SUMMARY

May 1, 2018

**Background Information**

Colorado State University System Internal Audit (CSUS IA) has completed a Self-Assessment Quality Assurance Review (QAR) with independent, external validation. The *International Standards for the Professional Practice of Internal Auditing (Standards)* issued by the Institute of Internal Auditors (IIA) requires that CSUS IA undergo an independent, external validation of its QAR every five years. During April 2018 both the QAR and validation were completed within the five year requirement. This report describes the objectives and provides a summary of the QAR and independent external validation results.

**Objectives**

The objectives of the self-assessment were to:

1. Assess CSUS IA's conformance with the *Standards* and the Code of Ethics,
2. Determine whether its activities are consistent with its Charter and the expectations of the Audit Committee,
3. Identify CSUS IA audit practices particularly effective compared to other entities internal audit practices, and
4. Provide recommendations for improving CSUS IA activity.

**Scope and Methodology**

To accomplish the objectives, we examined QAR guidelines; surveyed the Audit and Finance Committee, members of senior management across the CSU System, select operational management, and the audit staff; evaluated the audit charter and audit policies and procedures; evaluated audit project documentation; and performed other procedures we considered necessary. The review covered the period beginning July 1, 2016 and ending March 29, 2018.

**Results and Conclusions**

**It is our overall opinion that CSUS IA generally conforms with the *Standards* and the Code of Ethics and its activities are consistent with its Charter and the expectations of the Audit Committee.** The independent external validator agreed with our overall opinion.

CSUS IA made several observations regarding current audit practices considered to be particularly effective. There were also several suggestions for continuous improvement, some of which were offered by the independent, external validator. We have discussed all findings, recommendations, and suggested improvements and are satisfied that completion of the proposed actions will mitigate the issues noted and further improve the CSUS Internal Audit Department.

Details of particularly effective audit practices, findings, recommendations, and suggestions for improvement may be found in Audit Report 18-06 issued the same date as this Executive Summary. Included in the Audit Report as an attachment, is the independent external validator's report as described above.

The independent external validator engaged for this QAR was Jana Clark, MBA, CIA, CICA, CRMA; Senior Internal Auditor, Kansas State University; Manhattan, Kansas. We would like to express our gratitude to Jana Clark for her thorough review and validation of this QAR.

We would also like to express our appreciation to the Chancellor, CSUS Board of Governors, and the Institutions' senior management for their assistance and cooperation during the assessment.

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Susy Serrano – Director, Internal Auditing





Audit of Automatic Journal Entries – Colorado State University

EXECUTIVE SUMMARY

June 29, 2018

**Background Information**

“Automatic” journal entries at Colorado State University are accounting entries that post to the general ledger based on pre-determined calculations in one of two ways. The first type is created within the Kuali Financial System (KFS), such as automatic accrual reversals or depreciation, and will post on a designated date. The second type of automatic journal entries are transactions that are uploaded into KFS from external systems through either a collector or enterprise batch feed upload.

Business and Financial Services (BFS) helps assist units in setting up the interface to upload the journal entries to KFS and trains the unit on how to operate the interface. Beyond the initial set-up, BFS has limited involvement in the automated transaction process unless units have questions. Campus units with automatic journal entries posting to their accounts are responsible for understanding the charges and reconciling related accounts.

**Scope and Objectives**

The audit scope included information related to automatic journal entries; detailed testing was performed for indirect costs recovery (ICR) transactions for the period December 1, 2017 through April 26, 2018. The audit objectives were to:

- Develop an understanding of automated transactions that are listed in FPI 1-7.
- Assess whether the controls surrounding ICR transactions are sufficient and operating effectively.

**Results and Conclusions**

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

We observed that the policies and procedures related to automated transactions implemented by BFS are documented and communicated. Controls surrounding the calculation ICR transactions were deemed to be sufficient and operating effectively. Through review of controls and processes related to automated transactions, it was discovered that the majority of the related controls are the responsibility of the operational units; therefore, it was determined that further evaluation of the automated transactions and related controls would be best addressed during unit level audits. Details may be found in Audit Report 18-07 issued the same date as this Executive Summary.

We would like to express our appreciation to the staff of Business and Financial Services for their assistance and cooperation during the audit.

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Susy Serrano – Director, Internal Auditing

# Item #3

## Past Due Audit Recommendations

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## 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 adequacy of the reserves.	Agree. RMI has recently retained the services of AON Risk Services. AON will assist RMI to evaluate CSU's insurance reserves, and to make recommendations as to a methodology that can be adopted to evaluate adequacy of reserves.	7/1/2016	12/31/2017
18-02	International Programs	CSU-P	6	The Registrar, Admissions Director, and the CIP Director should review the current processes for interpreting foreign language documents to ensure the process meets Higher Learning Commission's accreditation standards.	Agree. In the event a certified English translation of a foreign credential is not provided, the Associate Director of the CIP will refer the student to a translation service.	7/1/2018	8/15/2018
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	
18-03	Central IT Disaster Preparedness	CSU	3	To assure timely accessibility, the Directors of central IT should consider standardizing retention practices of its recovery resources, references, and incident response debrief documentation.	The two directors will consider options for standardization, including using Quali Ready. Then, we will proceed with implementing whatever is decided upon as the best approach.	6/1/2018	

# Past Due Audit Recommendations – Insurance Reserves

## Process

1. Contacted AON, CSU's insurance broker for evaluation of insurance reserves
2. AON Actuary advised there is no one set model, different entities use different methodologies – some use loss ratio and some use maximum exposure
3. Advice provided – determine your risk tolerance and metrics that make the most sense to CSU
4. No additional work with AON was conducted

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# Past Due Audit Recommendation – Insurance Reserves

Claims History	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
<b>Historic Losses</b>									
<b>Liability</b>									
Total Number of claims filed	22	23	25	36	36	27	25	23	23
Total Incurred Value of claims filed	\$ 44,873	59,667	36,315	100,571	43,271	46,932	30,935	46,948	35,404
Total Number of Claims >\$500,000	-	-	-	-	-	-	-	-	-
Policy Retention Limit (deductible)	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
Pre FY09 Losses >\$500,000 = 2									
<b>Property</b>									
Total number of claims filed	49	48	58	53	48	62	47	53	77
Total incurred value of claims files	\$ 527,042	492,413	608,849	5,341,948	392,864	620,416	343,432	654,929	708,649
Total Number of Claims >\$100,000	1	-	1	4	1	1	-	2	1
Policy Retention Limit (deductible)	\$ 100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Total Number of Claims > \$500,000	-	-	-	2	-	-	-	-	-
Pre FY09 losses >\$100,000 = 9									
Property losses >\$500,000 = 4									
CSU Claims Costs	\$ 807,825	531,166	759,448	573,594	767,521	342,551	708,335	606,324	337,748
CSU Total Insurance Reserves	\$ 2,849,426	3,767,336	4,199,757	4,610,647	4,482,953	4,660,587	3,777,461	4,006,262	4,451,036
<b>Recommended Minimum Reserve Level</b>									
Liability Max \$500K * 2	\$ 1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Property Max \$100K *5	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000
	\$ 1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
Total Recommended Reserve									
Excess Reserve	\$ 1,349,426	2,267,336	2,699,757	3,110,647	2,982,953	3,160,587	2,277,461	2,506,262	2,951,036



# Item #4

## New Auditor Partner Presentation

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**Colorado State University**



Fiscal Year 2018 Financial Statement and Compliance Audit  
Board of Governors

# Agenda

Scope of the Audit

Responsibilities under GAAS and GAGAS

Audit Approach

Fraud – Responsibilities

2018 Unique Audit Items

Fieldwork Timing and Reporting Timeline

Audit Success Factors

Questions





# Scope of the Audit



# Responsibilities under US Generally Accepted Auditing Standards (GAAS)

- Includes Generally Accepted Government Auditing Standards.
- Responsible for:
  - Expressing opinions whether financial statements are in conformity with US GAAP in all material respects.
  - Expressing opinions only over information identified in our report. Other information included in a financial statement package will be read/reviewed, but not subject to testing.
  - Performing audit in accordance with required auditing standards.
  - Communication of significant matters related to audit, information required by law/regulations, or other information agreed upon.



# Responsibilities under GAAS (continued)

- An audit in accordance with GAAS:
  - Does not relieve management of responsibilities.
  - Includes consideration of internal control as basis for audit procedures, but do not to opine on effectiveness of internal controls.
  - Is designed to obtain reasonable, but not absolute, assurance about whether statements are free of material misstatement.



# Audit Approach



## Audit Approach (continued)

Significant accounts identified. Focus of audit efforts.



Include accounts that are quantitatively and/or qualitatively material.  
Matter of auditor judgment.



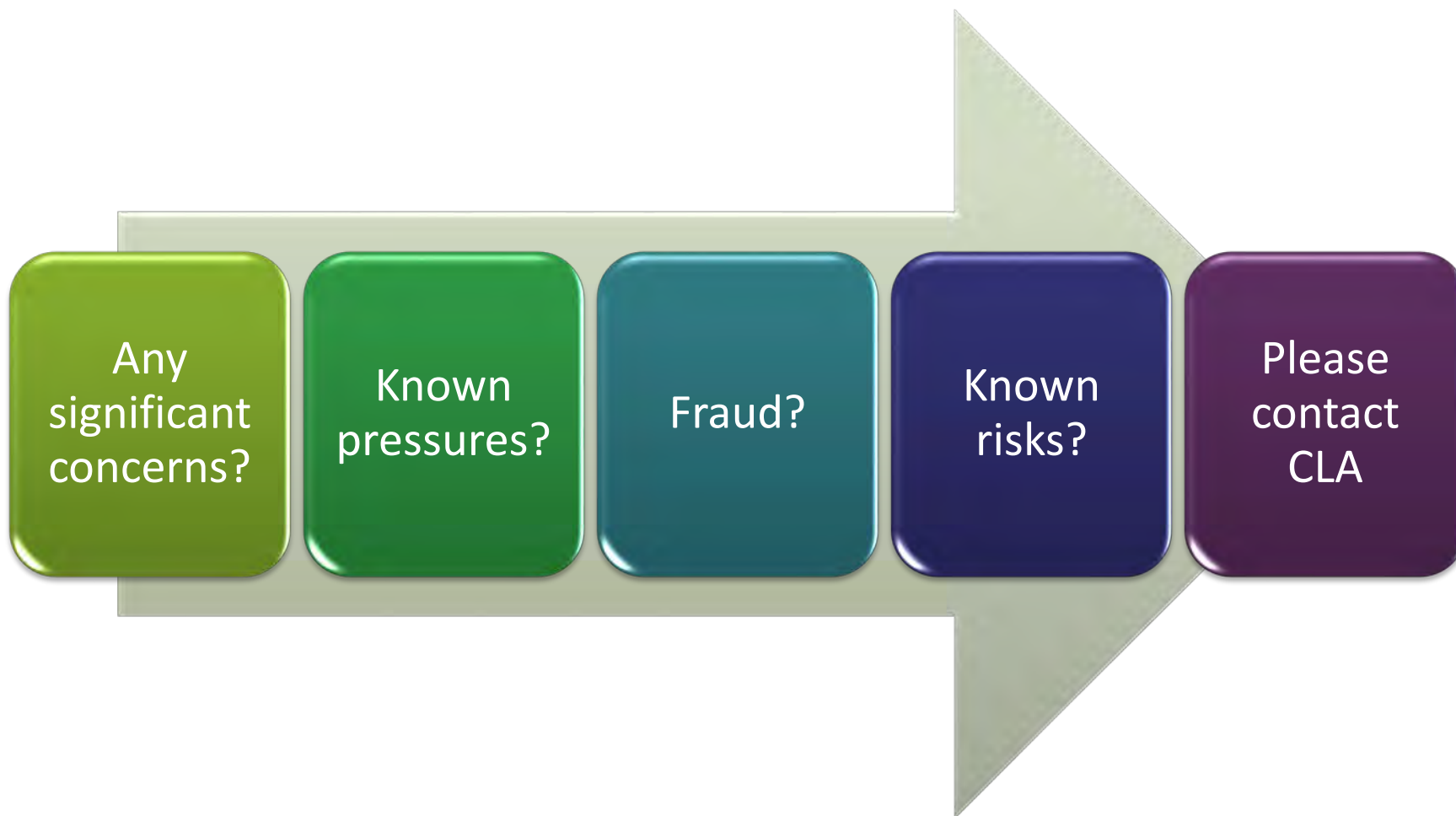
Obtain understanding of risks (error and/or fraud) and control environment for each.



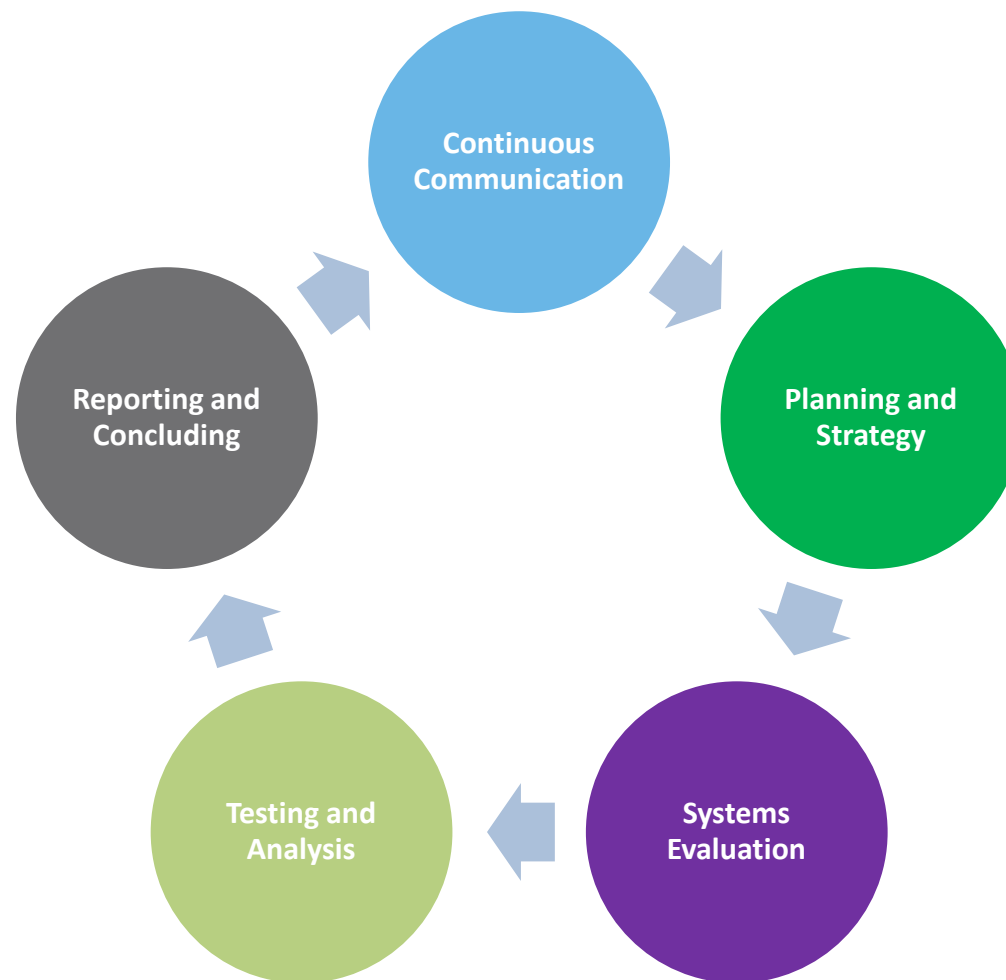
Nature of account and risks will dictate if test of operating effectiveness is performed.



# Audit Approach (continued)



# Audit Approach (continued)



# Fraud – Responsibilities

- Management's Responsibilities
  - Establish controls to prevent and detect fraud.
- Auditor's Responsibilities
  - Consideration of Fraud in Financial Statement Audit
    - ◇ Fraudulent financial reporting
    - ◇ Misappropriation of assets
- Auditors must:
  - Gather information on risks of material misstatement due to fraud
  - Assess these risks after taking into consideration of internal controls
  - Respond to results



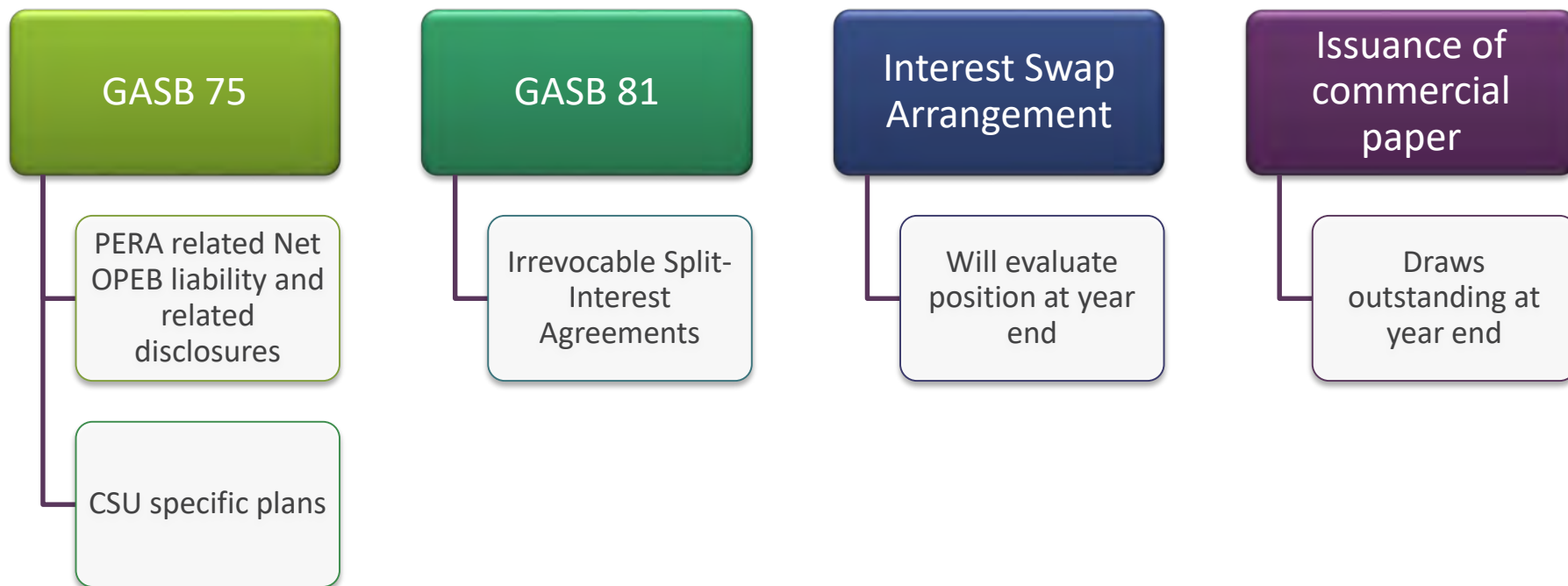


# Fraud – Our Responsibilities (continued)

- Audit procedures must include:
  - Consideration of fraud risks in planning
  - Identification of entity's programs and controls to prevent fraud
  - Interviews of personnel
  - Test journal entries
  - Element of unpredictability
  - Respond to fraud risks
  - Communication about fraud to management and audit committee
- Interviews with Board of Governors



# 2018 Unique Audit Topics



# Fieldwork and Reporting Timeline

Activities	May	Jun	Jul	Aug	Sept	Oct	Nov /Dec
<b>Planning</b>							
Internal planning meetings	X						
Risk assessment/engagement planning	X	X					
Identify and resolve accounting issues and concerns	X	X					
Review data processing activities and controls	X	X					
Develop overall audit approach	X	X					
Audit entrance conference with OSA and Board of Governors	X	X		X			
<b>Preliminary/Interim Audit Activities</b>							
Obtain understanding of internal control environment	X	X					
Identify key controls and perform walkthroughs	X	X					
Conduct test of controls	X	X					
Conduct IT assessment		X	X				
Complete all internal control and compliance audit work, and corresponding draft report findings	X	X	X	X			
<b>Activities</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov /Dec</b>
<b>Final Audit and Reporting</b>							
Update interim audit analysis				X	X		
Perform year-end substantive procedures				X	X		
Complete draft report to send to Board of Governors							X
Hold audit exit conference with the Board of Governors							X
Legislative Audit Committee approves release of report							X



# Audit Communication – Board of Governors

Preliminary Audit  
and Planning  
Discussion –  
today

Fraud and Risk  
Interview

Identified Fraud  
and Illegal Acts –  
communication  
will occur timely  
if found during  
the audit.

Audit Results –  
December 2018



# Questions?



# Contact Information

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# Item #5

## Upcoming GASB Pronouncements

COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



# Summary of GASB's

## GASB History

- GASB tends to follow issuances from FASB
- FASB has issued 157 Accounting Standard Updates since the codification of 168 standards in 2009.
- GASB has issued 89 pronouncements
- There are 9 new GASB pronouncements with 6 impacting CSU.

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# GASB 75

## Accounting and Reporting for Post Employment Benefits

### June 30, 2018

- Update from GASB 43/45 – 1/30<sup>th</sup> of liability per year
- Restate fund balance to pick up remaining balance not yet accrued in the OPEB Trust and add in the liability relating to PERA's OPEB unfunded liability
- Will impact 6/30/18 financial statements
- Waiting for data from PERA to determine impact to CSUS.

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# GASB 84 Fiduciary Activities

*June 30, 2020*

- Establishes criteria for identifying fiduciary activities.
- CSUS impact relates to OPEB funds and could impact Agency Funds.
- May require CSU to report some items currently reported on the Statement of Net Position as Deposits held for others separately in an fiduciary fund.
- No expected impact to fund balance.

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# GASB 87

## *Leases*

### June 30, 2021

- **Single model for lease accounting - no difference in accounting for capital and operating leases.**
- **Generally applies to leases with a period of 12 months or more.**
- **Impact is primarily on the balance sheet – increased value for leased assets and lease liability.**

COLORADO STATE UNIVERSITY SYSTEM

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# Item #6

## State Budget Update

- The June economic forecast showed that Colorado's economy continues to expand at a rapid pace. Strong labor markets, improving housing markets, and increased consumer activity are all contributing to the expansion.
- The economic expansion is expected to weaken in 2020 with rising interest rates, increased inflation and tight labor markets putting pressure on the economy.
- The latest revenue forecasts anticipates more than \$1 billion in new money to spend or save in the next fiscal year over what is budgeted for FY 2018-19.
- The Department of Higher Education is beginning to formulate a preliminary budget request for FY 2020. With changes in state leadership, no specific details are available at this time but it is assumed that the initial request will take a similar approach to last year's submission.

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# Item #7

## Campus Budget Presentations for FY 2019-20

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



**FY20 Incremental E&G Budget - V.1.0**  
**Colorado State University - Fort Collins**  
 Friday, July 20, 2018

**STATIC (INFLATION ONLY) BUDGET**

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY19.

	3.4%
	Includes Rate & Enrollment Growth
<b>New Resources</b>	
Tuition	
Undergraduate-Enrollment Growth	
Increase in FTE	\$ -
Change in mix - RES vs. NRES	-
Undergraduate Rate Increase	
Resident	5,568,000
Non-Resident	4,262,000
Graduate Rate Increase	
Resident	500,000
Non-Resident	717,000
Professional Veterinary Medicine Rate Increase	1,381,000
Differential Tuition	1,306,000
Total Tuition	<u>\$ 13,734,000</u>
State Funding Impact	4,524,000
Facilities and Administrative Overhead	-
Other	-
<b>Total New Resources</b>	<u><b>\$ 18,258,000</b></u>
<b>Financial Aid</b>	4,666,000
<b>Net New Resources</b>	<u><b>\$ 13,592,000</b></u>
<b>New Expenses</b>	
Multi-Year Central Investments in Strategic Initiatives	\$ -
Faculty/Staff Compensation	11,537,000
Academic Incentive Funding	2,376,000
Mandatory Costs	2,979,000
Quality Enhancements	-
Reallocation	-
<b>Total New Expenses</b>	<u><b>\$ 16,892,000</b></u>
<b>Net</b>	<u><u><b>\$ (3,300,000)</b></u></u>

1% RUG Increase = student share \$94/yr.  
 1% Increase NRUG = student share \$273/yr.

1% RUG Increase = \$1.5M  
 1% NRUG Increase = \$1.3M  
 1% Salary Increase = \$3.9M

**Base Assumptions**

Resident Undergraduate 3.4%; \$321/yr.

Non-Resident Undergraduate 3.4%; \$929/yr.

Resident Graduate 3.4%; \$347/yr. and Resident Professional Veterinary Medicine 5%; \$1,573/yr.

Non-Resident Graduate 3.4%; \$851/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,110/yr.

Differential Tuition - UG ~ 3.4% (est. round to whole number)

Salary Increases Faculty/AP -3.4%

Salary Increases SC 3.4%

Internal Reallocations TBD

Fees TBD

**FY20 Incremental E&G Budget - V.1.0**  
**Colorado State University - Fort Collins**  
Thursday, August 02, 2018

**STATIC (NO INFLATION) BUDGET**

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY19.

	0.0%
	Includes Rate & Enrollment Growth
<b>New Resources</b>	
Tuition	
Undergraduate-Enrollment Growth	
Increase in FTE	\$ -
Change in mix - RES vs. NRES	-
Undergraduate Rate Increase	
Resident	-
Non-Resident	-
Graduate Rate Increase	
Resident	-
Non-Resident	-
Professional Veterinary Medicine Rate Increase	-
Differential Tuition	-
Total Tuition	\$ -
State Funding Impact	-
Facilities and Administrative Overhead	-
Other	-
<b>Total New Resources</b>	<b>\$ -</b>
<b>Financial Aid</b>	
Resident undergrad	-
Resident Commitment to Colorado Enroll. Growth	-
Nonresident undergrad	-
Scholarship inflation (Athletics, etc.)	-
Graduate Assistant Tuition Pool Increases	-
<b>Net New Resources</b>	<b>\$ -</b>
<b>New Expenses</b>	
Multi-Year Central Investments in Strategic Initiatives	\$ -
Faculty/Staff Compensation (Promotions)	968,000
Academic Incentive Funding	-
Mandatory Costs	2,979,000
Quality Enhancements	-
Reallocation	-
<b>Total New Expenses</b>	<b>\$ 3,947,000</b>
<b>Net</b>	<b>\$ (3,947,000)</b>

1% RUG Increase = student share \$94/yr.  
1% Increase NRUG = student share \$273/yr.

1% RUG Increase = \$1.5M  
1% NRUG Increase = \$1.3M  
1% Salary Increase = \$3.9M

**Base Assumptions**

Resident Undergraduate 3.4%; \$321/yr.

Non-Resident Undergraduate 3.4%; \$929/yr.

Resident Graduate 3.4%; \$347/yr. and Resident Professional Veterinary Medicine 5%; \$1,573/yr.

Non-Resident Graduate 3.4%; \$851/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,110/yr.

Differential Tuition - UG ~ 3.4% (est. round to whole number)

Salary Increases Faculty/AP -3.4%

Salary Increases SC 3.4%

Internal Reallocations TBD

Fees TBD

**FY20 Incremental E&G Budget - V.1.1****Colorado State University - Pueblo**

Friday, July 20, 2018

**STATIC (INFLATION ONLY) BUDGET**

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY 19.

3.4%  
Tuition Rate & Inflation

**New Resources**

	Tuition		
	Undergraduate Rate Increase		
1	Resident	\$	648,000
2	Non-Resident and WUE	\$	242,000
	Graduate Rate Increase		
3	Resident	\$	28,000
4	Non-Resident and WUE	\$	12,000
5	Resident Teacher Education Program	\$	7,000
6	Differential Tuition	\$	12,000
7	Projected Enrollment Change (2.5% decline)		(800,000)
8	Total Tuition		149,000
9	Change in State Funding (3.4%)		628,000
10	Reduction for one-time funds in FY 19*		TBD
11	<b>Total New Resources</b>	<b>\$</b>	<b>777,000</b>
12	<b>Financial Aid</b>		38,000
13	<b>Net New Resources</b>	<b>\$</b>	<b>739,000</b>

**New Expenses**

14	Multi-Year Central Investments in Strategic Initiatives		-
15	Salary increases: Faculty and Administrative Professionals (3.4%)		952,000
16	Salary increases: State Classified Employees (3.4%)		272,000
17	Equity Adjustments		-
18	Faculty Promotions		100,000
19	Fringe Benefit Increase (1.2% increase)		432,000
20	Mandatory Costs**		500,000
21	Quality Enhancements		-
22	Reallocation		-
23	<b>Total New Expenses</b>	<b>\$</b>	<b>2,256,000</b>
24	<b>Net</b>	<b>\$</b>	<b>(1,517,000)</b>

1% RUG Increase = student share increase of \$79/year  
1% NRUG Increase = increase of \$239/year

1% RUG Increase = \$190k  
1% NRUG Increase = \$71k  
1% Salary Increase = \$360k

**Base Assumptions**

Resident Undergraduate Tuition Increase (3.4%) = \$270/year; and Teacher Education Program = \$283/year  
Non-Resident Undergraduate Tuition Increase (3.4%) = \$811/year  
Resident Graduate Tuition Increase (3.4%) = \$311/year  
Non-Resident Graduate Tuition Increase (3.4%) = \$924/year  
Differential Tuition = 3.4%  
Salary Increase Faculty / Administrative Professionals = 3.4%  
Salary Increase State Classified Staff = 3.4%  
Equity Adjustments = \$0  
Internal Reallocations TBD  
Fees TBD

\* It is anticipated that one-time funds will be needed to balance the budget in FY 19. After an estimate of one-time funds is identified for FY 19, it will be necessary to reduce the funds available in FY 20 by this amount to ensure base revenue is sufficient to support the budget.

\*\* This line includes anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, system costs, audit expenditures, and fees for collections.



**FY20 Incremental E&G Budget - V.1.1****Colorado State University - Pueblo**

Thursday, August 02, 2018

**STATIC (NO INFLATION) BUDGET**

This document is intended as a "blank slate" starting point to foster tuition and budget discussion that will evolve throughout FY 19.

0.0%  
Tuition Rate & Inflation

**New Resources**

Tuition			
	Undergraduate Rate Increase		
1	Resident	\$	-
2	Non-Resident and WUE	\$	-
	Graduate Rate Increase		
3	Resident	\$	-
4	Non-Resident and WUE	\$	-
5	Resident Teacher Education Program	\$	-
6	Differential Tuition	\$	-
7	Projected Enrollment Change (2.5% decline)		(800,000)
8	Total Tuition		(800,000)
9	Change in State Funding (3.4%)		-
10	Reduction for one-time funds in FY 19*		TBD
11	<b>Total New Resources</b>	<b>\$</b>	<b>(800,000)</b>
12	<b>Financial Aid</b>		(200,000)
13	<b>Net New Resources</b>	<b>\$</b>	<b>(600,000)</b>

**New Expenses**

14	Multi-Year Central Investments in Strategic Initiatives		-
15	Salary increases: Faculty and Administrative Professionals (0%)		-
16	Salary increases: State Classified Employees (0%)		-
17	Equity Adjustments		-
18	Faculty Promotions		100,000
19	Fringe Benefit Increase (1.2% increase)		432,000
20	Mandatory Costs**		500,000
21	Quality Enhancements		-
22	Reallocation		-
23	<b>Total New Expenses</b>	<b>\$</b>	<b>1,032,000</b>
24	<b>Net</b>	<b>\$</b>	<b>(1,632,000)</b>

1% RUG Increase = student share increase of \$79/year

1% NRUG Increase = increase of \$239/year

1% RUG Increase = \$190k

1% NRUG Increase = \$71k

1% Salary Increase = \$360k

**Base Assumptions**

Resident Undergraduate Tuition Increase (0%) = \$0/year; and Teacher Education Program = \$0/year

Non-Resident Undergraduate Tuition Increase (0%) = \$0/year

Resident Graduate Tuition Increase (0%) = \$0/year

Non-Resident Graduate Tuition Increase (0%) = \$0/year

Differential Tuition = 0%

Salary Increase Faculty / Administrative Professionals = 0.0%

Salary Increase State Classified Staff = 0.0%

Equity Adjustments = \$0

Internal Reallocations TBD

Fees TBD

\* It is anticipated that one-time funds will be needed to balance the budget in FY 19. After an estimate of one-time funds is identified for FY 19, it will be necessary to reduce the funds available in FY 20 by this amount to ensure base revenue is sufficient to support the budget.

\*\* This line includes anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, library subscriptions, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, system costs, audit expenditures, and fees for collections.

# FY2020 Incremental Educational & General Budget | *As of August 2018*



## New Resources

### Tuition (net)

Undergraduate Growth .....	\$7,966,938
Graduate Growth .....	\$2,963,377
<b>Total</b> .....	<b>\$10,930,315</b>

## New Expenses\*

Student Support and Outreach .....	\$3,129,996
Instruction & Academic Support .....	\$249,293
Technology Operations and Innovation .....	\$890,826
General & Administrative .....	\$121,757
<b>Total</b> .....	<b>\$4,391,872</b>

## Net

<b>Total</b> .....	<b>\$6,538,443</b>
--------------------	--------------------

## Projections

12,600

New student enrollment  
target projection

\$350 / \$500

New Student Undergrad/  
grad tuition rate per credit

72% / 28%

Undergrad to grad  
ratio projection

\* Expense ratios consistent with FY 2019 budget

## Item #8

# Approval of Institutional Plan for Students Fees for CSU and CSU-Pueblo

- CSU and CSU-Pueblo must annually provide a plan on how student fees will be administered to CCHE
- This is required by statute and policy and the board must approve these plans by resolution
- CSU Student Fee Plan – no updates for FY 2019
- CSU-Pueblo Student Fee Plan – no updates for FY 2019

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



The Board of Governors of the  
 Colorado State University System  
 Meeting Date: August 9-10, 2018  
 Action Item

**MATTERS FOR ACTION:**

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

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Institutional Student Fee Plan and Policy for Fiscal Year 2018-19, as attached for CSU and CSU-Pueblo.

**EXPLANATION:**

Presented by *Lynn Johnson, Vice President Operations and Chief Financial Office, Colorado State University* and *Karl Spiecker, Vice President Finance and Administration, CSU-Pueblo*

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

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

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

\_\_\_\_\_  
 Date

COLORADO STATE UNIVERSITY  
FY19 Institutional Student Fee Plan and Policy

Introduction and Purpose:

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

1. Definitions:

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

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

*Academic Facilities Construction:* As defined in CDHE Policy Section VI-C-1.50, includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multipurpose building, the space determination shall be based on the primary usage of the space during the regular academic year.

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

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

*Board for Student Organization Funding (BSOF):* A body whose primary purpose is to allocate a portion of the ASCSU Student Fee approved by the Board of Governors of the Colorado State University System to student organizations for educational and cultural programming and to

administer relevant provisions of Article VIII of the ASCSU Constitution. BSOB is governed by the BSOB Bylaws.

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

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

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

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

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

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

*University Facility Fee Advisory Board (UFFAB):* A body comprised of student members and non-student, *ex officio* members, that exists to provide guidance concerning the University

Facility Fee to the Vice President of University Operations (VPUO) and/or his or her designees regarding project proposals for allocations of the University Facility Fee, and to ensure that all allocations of the University Facility Fee will be used to provide new facilities and/or to improve current facilities that directly benefit the students of Colorado State University. UFFAB is governed by the UFFAB Bylaws, subject to approval of SFRB.

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

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

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

## 2. Types and Purposes of Student Fees Collected by the Institution:

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

## 3. Procedures for Establishing, Reviewing, Changing and Discontinuing Student Fees:

(a) The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be

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

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

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

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

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

(1) The amount of the new Fee or of the Fee increase;



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

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

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

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

5. Plan for addressing reserve fund balances:

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

07/09/2018

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

### 1. INTRODUCTION AND DEFINITIONS

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

#### A. Definitions of Key Terms:

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

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

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

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

- Application charges
- Add/drop charges
- Fines and penalties
- Transcript charges
- Late charges

- Testing charges
- Student identification card charges
- Health center charges and health insurance charges

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

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

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

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

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

## 2. FEE CATEGORIES

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

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

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

### 3. PURPOSE OF FEES

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

- Permanent Student Purpose Fees: Campus-wide fees assessed to all students which are allocated to specific student programs including student centers, recreation facilities, parking lots, athletics, recreation and outdoor programs, child care centers, campus health clinics, contract health services, student government, general student activities which are allocated by student government for a specific purpose, and similar facilities and services. This category includes fees pledged to repay bonded indebtedness for student, auxiliary, and athletic facilities. The proposal and approval process for Permanent Student Purpose Fees is specified in item number 4.
- Academic Facility Purpose Fees: Campus-wide fees assessed to students and associated with the construction, acquisition, or remodel of academic facilities, which may include buildings and site improvements or specific space within a multi-use building, including utilities and transportation infrastructure. The determination of whether it is an academic facility or space is determined based on the function/purpose of the building or space. Academic facilities are those facilities that are core to the role and mission of the University and may include but not be limited to space dedicated to instruction and research. If it is a multi-purpose building, the space determination is based on the primary use of the space during the regular academic year.
- Academic Purpose Fees: Campus-wide or non-campus-wide fees associated with instruction, technology, and/or academic courses, including program and course fees.
- Administrative Purpose Fees: Campus-wide or non-campus-wide fees assessed to provide administrative and support services.

Charges for services and user charges are not fees.

#### 4. PROPOSAL AND APPROVAL PROCESS

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

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

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

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

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

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

Academic Purpose Fees: A new Academic Purpose Fee is:

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

Administrative Purpose Fees:

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

Other Fees, Charges for Service, and User Charges:

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

Proposals Referred to the ASG Senate:

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

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

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

## 5. ADMINISTRATION OF FEES AND CHARGES

Budget Process for Fees and Charges:

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

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

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

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

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

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

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

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

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

## 6. COMPLAINT RESOLUTION PROCEDURE

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

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

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

## 7. SPECIAL CONSIDERATIONS FOR REFUNDS IN TIMES OF EMERGENCY

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

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



## Item #9

# Approval of Prioritized State-Funded Capital Information Technology Projects

- CSU-Pueblo has received state funding for capital IT projects for the past three years. The requests were made directly to the Joint Technology Committee and no formal board approval was required.
- For the FY 2019-20 budget, the Joint Technology Committee has requested that Governing Boards submit a formal prioritized request for capital IT projects similar to the capital construction process. These projects will then be submitted to DHE for formal review and submission.
- The Board is being asked to approve the following:
  - CSU System prioritized capital IT project list for FY2019-2020
  - Program plans for CSU's and CSU-Pueblo's IT requests since both projects are more than the \$2M threshold
  - 5-year project information list for each campus

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



**Board of Governors of the  
Colorado State University System  
Meeting Date: August 9-10, 2018  
Action Item**

**MATTER FOR ACTION:**

Approval of the FY 2019-2020 CSU System Combined Capital Information Technology Priority List for State Funded Information Technology Capital Projects for CSU and CSU-Pueblo and the Program Plans for CSU-Pueblo's Communication System Upgrade and CSU's Network Refresh

**RECOMMENDED ACTION:**

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

FURTHER, that the Board of Governors approve the attached Program Plans for CSU-Pueblo Information Technology Voice-over IP (VOIP) Installation and CSU Network Refresh and Upgrade.

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, Vice President of Operations and Chief Financial Officer, Colorado State University and Karl Spiecker, Vice President Finance and Administration, CSU-Pueblo.

This action item reflects the yearly-required approval by the Board of a prioritized combined capital information technology list for consideration by the CCHE, OSPB, JTC and the Joint Budget Committee. This action item also includes approval of the program plans for CSU-Pueblo's Information Technology VOIP Installation project and CSU's Network Refresh and Upgrade project. Board approval of the program plan is required when the cost of the project is more than \$2 million. This is an annually occurring Action Item that requires Board approval and represents the official request for state funded capital IT projects for FY 2019-2020.

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

**Board of Governors of the  
Colorado State University System  
Meeting Date: August 9-10, 2018  
Action Item**

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

Board of Governors of the CSU System  
 FY 19-20 Combined Campus State Capital Information Technology 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-Pueblo Communications System Upgrade		4,290,130					\$4,290,130		\$4,290,130
	Cash									\$0	(State & Cash)
2	State	CSU Network Refresh and Upgrade - 3 Phases		498,000	1,759,000	1,313,000			\$3,570,000		\$3,570,000
	Cash									\$0	(State & Cash)
	State	CSU-Pueblo Category 6A Network Cabling			2,600,000				\$2,600,000		\$2,600,000
	Cash									\$0	(State & Cash)
	State	CSU-Pueblo Remote Classroom Technology				2,500,000			\$2,500,000		\$2,500,000
	Cash									\$0	(State & Cash)
	State	CSU-Pueblo Wi-fi Network Expansion					1,800,000		\$1,800,000		\$1,800,000
	Cash									\$0	(State & Cash)
	State	CSU-Pueblo Upgrade Classroom Technology in Instruction Buildings						1,700,000	\$1,700,000		\$1,700,000
	Cash									\$0	(State & Cash)

State Funds Request for FY 19-20

\$ 4,788,130

**Program Plan  
Colorado State University – Pueblo  
Information Technology Voice-over IP (VOIP) Installation**

*FY 2018-2019 Capital Budget Request – July 20, 2018*



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	<i>Initiative #1 – Install New Voice Over Internet Protocol (VOIP)</i>
	<i>Initiative #2 – Install New Campus Emergency Phones</i>
	<i>Initiative #3 – Install New Network Power-Over-Ethernet (POE) Switches</i>
	<i>Initiative #4 – Install Category 6A Network Cabling in Priority Buildings</i>
	<i>Initiative #5 – Renovate and Upgrade HVAC in IT Data Closets</i>
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## PREFACE

Effective communication is vital to the success of any University campus. Higher education is constantly evaluating methods to enhance the learning environment, as well as advance the technological approach to course instruction. Institutions are switching to Voice Over Internet Protocol (VOIP) systems to provide unified communication across campus by combining phone calls, texts, conference calls, video chats, email, and desktop applications to provide a unique user interface. VOIP allows users to make and receive phone calls using a high speed internet connection, as opposed to a traditional phone line. Upgrading to VOIP is becoming necessary for universities due to fact that traditional phone systems, i.e. legacy phone systems, are not manufactured as they were historically and replacement parts for these systems are becoming more difficult to find. By migrating an existing legacy phone system to a VOIP system, an institution can utilize existing network infrastructure and reduce operational costs such as monthly service charges, all while benefiting from long distance calls at no cost.

This program plan strives to support the Colorado State University-Pueblo (CSU-Pueblo) Strategic Plan and its goals for providing high quality educational opportunities to students, providing research opportunities for faculty, and supporting service to the community. Additionally, Colorado Department of Higher Education and State goals have been taken into consideration and are addressed as well. CSU-Pueblo's role is to promote opportunities to students throughout Southern Colorado. With the installation of a functional VOIP system on the campus, CSU-Pueblo's existing communication barriers will be greatly reduced and will greatly increase the number of student the University is able to reach.

## PROBLEM STATEMENT

As data networks become more reliable and high-speed networks continue to improve, the need for CSU-Pueblo to move to a VOIP system will continue to increase. CSU-Pueblo presently utilizes a legacy phone system on campus through the use of analog desktop phones. This system will ultimately become antiquated. Replacement parts will continue to become more costly and increasingly difficult to find, as will service technicians trained in their maintenance and repair.

CSU-Pueblo utilizes wireless emergency call boxes located throughout the exterior walkways on campus to alert the Office of Campus Security of emergencies. While the University utilizes an emergency text messaging system, it operates independently of all other systems on campus. The current legacy system also does not allow for the ability to perform reverse 911 calls to the campus community.

CSU-Pueblo is constantly striving to improve communication across campus and safety remains a top priority. With the installation of a VOIP system, progression can be made toward improving both. For these reasons, CSU-Pueblo is requesting the following initiatives:

- Initiative #1 – Install New Voice Over Internet Protocol (VOIP)
- Initiative #2 – Install New Campus Emergency Phones
- Initiative #3 – Install New Network Power-Over-Ethernet (POE) Switches
- Initiative #4 – Install Category 6A Network Cabling in Priority Buildings
- Initiative #5 – Renovate and Upgrade HVAC in IT Data Closets
- Initiative #6 – Install Generators at Buell and Chemistry Buildings

With the installation of a new VOIP system, CSU-Pueblo will not only improve connectivity and communication throughout the campus environment but, more importantly, will enhance campus safety. A new VOIP system will provide unified communication with the ability to generate reverse 911 calls during emergencies and provide emergency text messaging, as well as provide new emergency callboxes to be located throughout currently deficient exterior walkways across campus.

## PROJECT DETAIL

### **Initiative #1 – Install New Voice Over Internet Protocol (VOIP)**

#### **Project Description**

The request include the replacement of the current campus PBX telephone system with the installation of a new VOIP unified system on the CSU-Pueblo campus. A VOIP unified communications system utilizes data network infrastructure and allows seamless integration of telephone calling, voicemail, email, video conferencing, and other features. Included are hardware, 1,000-license software, voicemail, E-911 integration, and two instances of the system for purposes of redundancy.

#### **Background and Justification**

CSU-Pueblo's existing traditional PBX is at end of its useful life. Although CSU-Pueblo has factory-trained technicians and a supply of spare parts, the technology is outdated (circa early 2000s) and does not offer the robust options of today's VOIP systems. The replacement of the PBX with a new VOIP system will afford campus faculty and staff the ability to improve communication and bring CSU-Pueblo more in line with peer institutions who are already utilizing this technology.

#### **Cost-Benefit Analysis and Project Alternatives**

The implementation of this project will result in the realization of cost savings with regard to purchased services in the form of telecommunications lines, circuits, and services. Additionally, the new technologies employed by the VOIP telephone system will result in greater efficiencies and ease of operations with regard to how the unified communication technologies inherent in the new VOIP telephone system are utilized by the end user.

Movement to the cloud of campus systems was also researched. The campus is moving non-essential computing activities to the cloud but the redundant datacenter will still be needed to house the networking, firewalls, and servers that will be need to connect to the cloud systems.

#### **Consequences If Not Funded**

Not funding the VOIP telephone system will prevent the University from taking advantage of 21st century technology and will simply mean that CSU-Pueblo will continue to use its current traditional PBX telephone system, which is adequate for little more than basic communication between persons on the telephone. It has some enhanced features such as voicemail, conferencing, and E-911 services, but does not provide the advanced unified communications services of a VOIP telephone system. Not funding the VOIP technology upgrade and added emergency blue phones will simply force CSU-Pueblo to maintain the campus safety status quo.



## Assumptions for Calculations

### Initiative #1 – Install New VOIP

VOIP Telephone System (equipment and services installed with 1,000 licenses)	<b>\$1,350,000</b>
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#### Timeline

Installation	<b>3 months</b>
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### Initiative #2 – Install New Campus Emergency Phones

#### Project Description

The request includes the provision and installation of 20 campus emergency telephones throughout the campus walkways connected to VOIP campus system.

#### Background and Justification

CSU-Pueblo's current emergency (blue) telephones are installed in parking lots and campus areas where student, faculty, and staff may be vulnerable to unsafe conditions. The existing system utilizes wireless ultrahigh frequency digital radio technology and has historically been problematic in regard to reliable operation. As a life safety issue, installing new VOIP-capable emergency phones hard wired to the VOIP system will eliminate the reliability issue while the addition of five new phones will help to eliminate campus coverage deficiencies.

The campus network and system security upgrade is to install systems and tools that follow *The Critical Security Controls for Effective Cyber Defense* set forth by the Council on Cyber Security (Otherwise known as the CSC 20 rules). This is the security framework that the OIT's Office of Information Security has been successful in implementing to minimize the threats present in today's information technology landscape.

#### Cost-Benefit Analysis and Project Alternatives

Currently, CSU-Pueblo does have a wireless emergency phone system across campus. The system is becoming antiquated with replacement parts difficult to obtain. At some point, the system will become obsolete.

## Assumptions for Calculations

Installation of twenty (20) new emergency phones (cost includes directional boring)	<b>\$368,997</b>
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#### Timeline

Installation	<b>3 months</b>
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### **Initiative #3 – Install New Network Power-Over-Ethernet (POE) Switches**

#### **Project Description**

The request includes the provision and installation of 39 additional Edge switches to be deployed in IT data closets across campus to support the new VOIP telephone system.

#### **Background and Justification**

While CSU-Pueblo has recently upgraded all of its Edge switches to the latest technology, not enough are in place to handle the addition of POE VOIP telephone handsets. The additional 39 Edge switches requested are needed in order to be able to place new handsets and replace the old on a one-for-one basis. The new VOIP handsets utilize the POE function of the Edge switches to power displays and functions. Without the additional switches, the VOIP phones will require a power “brick” at each handset.

#### **Assumptions for Calculations**

Installation of 39 new Edge switches	<b>\$142,882</b>
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#### **Timeline**

Installation	<b>3 months</b>
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### **Initiative #4 – Install Category 6A Network Cabling in Priority Buildings**

#### **Project Description**

The request includes provision for the upgrade of five campus buildings from category 5/5E network cabling to state-of-the-art category 6A network cabling. The five campus buildings to be upgraded are in order of priority: Hasan School of Business, Technology, Administration, Chemistry, and Life Science.

#### **Background and Justification**

CSU-Pueblo employs an updated telecommunications standard that requires all campus building networks be cabled to the Institute of Electrical and Electronics Engineers (IEEE) category 6A standard. CSU-Pueblo strives to remain as current as possible but is bound by budgetary constraints in its endeavor to meet this specification. Currently, there are several campus buildings already utilizing Category 6A cabling due to new construction or remodel. As a function of this request, CSU-Pueblo is asking for funding to bring more campus buildings in line with this standard.

#### **Assumptions for Calculations**

Installation of 6A cabling in five Buildings	<b>\$1,538,240</b>
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#### **Timeline**

Installation	<b>12 months</b>
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## **Initiative #5 – Renovate and Upgrade HVAC in IT Data Closets**

### **Project Description**

The request includes the remodel/enlarging of five IT data closets in two campus buildings. This includes three IT data closets in the Administration building and two IT data closets in the Art/Music building. The request also includes the addition of HVAC to four IT data closets in two campus buildings: three IT data closets in the Chemistry building and one IT data closet in the Technology building.

### **Background and Justification**

CSU-Pueblo presently has two campus buildings where the IT data closets are no more than a piece of plywood mounted on the wall ten inches back from the door enclosing them. This creates a serious lack of space for the installation of telecommunications and networking equipment in the affected buildings; not to mention issues with heat dissipation. CSU-Pueblo is asking for funding to remodel/enlarge five IT data closets located in the Administration and Art/Music buildings. This will be required in order to add the additional POE switches needed for the VOIP installation in these buildings.

CSU-Pueblo also has two campus buildings in which four IT data closets have no form of HVAC protecting the telecommunications and networking equipment from heat damage. CSU-Pueblo is requesting funding to augment three IT data closets in the Chemistry building and one IT data closet in the Technology building with HVAC.

### **Assumptions for Calculations**

Renovations to Existing IT Data Closets	<b>\$50,000</b>
HVAC Upgrades to Existing IT Data Closets	<b>\$50,000</b>

### **Timeline**

Design, Renovations, and HVAC Upgrades	<b>9 months</b>
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## **Initiative #6 – Install Generators at Buell and Chemistry Buildings**

### **Project Description**

The request includes the provision and installation of two diesel backup generators for the Buell and Chemistry buildings.

### **Background and Justification**

Historically, due to its location on the electrical power grid, CSU-Pueblo experiences outages, spikes, and low voltage conditions with its commercial power. Consequently, it has been the practice of CSU-Pueblo to add backup generators to campus buildings as funding permitted or whenever a building is re-modeled or newly built. CSU-Pueblo is requesting funding to provide and install backup generators at the Buell and Chemistry buildings on campus.

The Buell building is particularly vulnerable when electrical power is lost due to the fact that it houses the campus radio station KTSC Radio (Rev 89) and Rocky Mountain Public Broadcasting Network television station KTSC TV, both of which are bound by Federal Communications Commission rules and regulations. Both entities face stiff fines and penalties each time they go off the air due to power outages in the building. These outages also adversely affect telecommunications and networking equipment within the building. A backup generator installed at the Buell building will alleviate this problem.

The Chemistry building is also particularly vulnerable when electrical power is lost due to the nature of the types of classes, experiments, and research that take place within the building. Telecommunications and networking equipment are also adversely affected by loss of power in this building. A backup generator installed at the Chemistry building will eliminate damage done to telecommunications and networking equipment, damage done to expensive and intricate test equipment used in teaching and research, and the potential loss of important research data/experiments.

### **Cost-Benefit Analysis and Project Alternatives**

The cost savings that will be realized from the installation of the generators is in the form of protection to telecommunications and networking equipment, building systems and equipment (e.g., eliminating the replacement/repair of equipment damaged by power outages, low voltage scenarios, and spikes). Additionally, savings will be realized in the elimination of lost research data from experiments ruined in the Chemistry building and from potential Federal Communications Commission fines to the broadcast entities in the Buell building.

### **Assumptions for Calculations**

Installation of generator at Buell Communication Center	<b>\$100,000</b>
Installation of generator at Chemistry Building	<b>\$300,000</b>

### **Timeline**

Design and Installation	<b>12 months</b>
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### Summary of Requested Funds

Description	Total Cost
Initiative #1 – Install New Voice Over Internet Protocol	\$1,350,000
Initiative #2 – Install New Campus Emergency Phones	\$368,997
Initiative #3 – Install New Network Power-Over-Ethernet Switches	\$142,882
Initiative #4 – Install Category 6A Network Cabling in Priority Buildings	\$1,538,240
Initiative #5 – Renovate and Upgrade HVAC in IT Data Closets	\$100,000
Initiative #6 – Install Generators at Buell and Chemistry Buildings	\$400,000
Contingency (10%)	\$390,011
<b>Total</b>	<b>\$4,290,130</b>

## Colorado Department of Higher Education and State of Colorado Technology Goals

This Program Plan purposefully takes into account all Colorado Department of Higher Education (CDHE) and State Technology goals, which are also listed below. The Information Technology Campus Connectivity and Classroom Enhancements speak directly to improved access, more modern computers and technology, electronic services and workflow, and most important an enhanced learning experience that will positively impact student employability and support demands of Colorado employers.

### Colorado Department of Higher Education

- a) Provides full access to campus networks
- b) Provides access to modern computers and software
- c) Ensures minimum Internet access to faculty, students, and administration
- d) Provides network support to accommodate demand
- e) Provides for technology-enhanced classrooms and labs
- f) Provides for training and development to ensure proficient use of information technology
- g) Provides for electronic student services
- h) Supports efficient use of information for administrative workflow processing, decision-making, and reporting both within the institution and with DHE
- i) Provides digital library resources
- j) Provides systems to support outreach
- k) Supports distance learning to increase student access to instruction
- l) Promotes the coordination of distance learning development within governing board system and within institution
- m) Supports the workforce needs of Colorado employers
- n) Other

### State

- a) Makes use of the Multi-use Network
- b) Makes use of the Beanpole Fund—Not Applicable
- c) Streamlines service to the beneficiaries
- d) Implements cutting-edge technologies
- e) Transforms the institution by implementing uses of the Internet for e-commerce and new management efficiencies
- f) Replaces costly, cumbersome procedures with paperless, on-line methods
- g) Builds on Colorado's world-recognized leadership in the development of telecommunications technology
- h) Other

## University Mission Statement and Strategic Plan

The University's name, mission and role were changed by the Colorado Legislature effective July 1, 2003. House Bill 02-1324 (Section 23-55-101, C.R.S.), establishes CSU-Pueblo University's Mission Statement as:

***Section 23-55-101, C.R.S., University established – role and mission.***

*There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university, with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and firm grounding in the liberal arts and sciences. The University shall also offer selected Masters-level graduate programs.*

The University's Strategic Plan 2015-2020 contains technology and technology-related goals that guide the work of Information Technology Services (ITS) and technology decisions across campus. The plan identifies four major goals of the University, each of which requires development and support of campus technology. Goal Four directly addresses technology needs:

***Goal Four: Supportive Student Life***

*We will provide our students a supportive student life experience that addresses their academic, social, physical, and technological needs.*

***Objectives:***

- 1. Enhance/increase co- and extra-curricular opportunities for involvement and engagement for students.***
- 2. Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus.***
- 3. Provide modern and relevant campus facilities and technology.***
- 4. Create Sophomore Experience Program.***
- 5. Improve campus residential life.***

***Objective Three - Provide modern, comfortable, and safe campus facilities and technology to support student learning***

*Modern, comfortable, safe facilities play an important role in attracting new students as well as improving the quality of life for all students, faculty, and staff. Reliable and current technology is crucial to providing an academic environment that supports teaching, learning, and research and creative activity.*

- 1. Measure: Provide a totally wired/wireless campus by 2020.***

**A. Strategy:** *Promote an environment for academic success by increasing connectivity campus wide.*

**B. Strategy:** *Maintain and update computer labs across campus as necessary.*

The mission of Information Technology Services at CSU-Pueblo is to provide a broad spectrum of support for the planning, development, deployment, and integration of state-of-the-art facilities, infrastructure, and services to support the information technology needs of the academic, research, and administrative functions of CSU-Pueblo. This unit provides oversight, management, coordination, integration, and staffing of Technology Support Services, Network and Systems Support Services, Information Support Services, Instructional Development and Educational Technology Support Services, and Telephone and Network Services.

### SUMMARY

A VOIP communications system will enhance the teaching and learning processes at the University by simplifying operations, improving engagement, and encouraging collaboration. Using a VOIP system helps students, faculty, and administrators create enriched learning opportunities in the following ways:

- Encouraging collaboration and interaction by allowing students, faculty, and off campus colleagues to meet virtually to share ideas and findings and to test their understanding on certain subjects anywhere and at any time.
- Providing an easy way for students, faculty, and off campus colleagues to share and receive information in a variety of formats (e.g., images, text, audio, and video), which can help nurture the mind and develop new skill sets.
- Extending the learning experience beyond the classroom. Through VOIP features such as video conferencing and instant messaging, students can pursue mentoring programs with outside field experts, participate in study groups, and join field trips via virtual learning environments.

VOIP will provide flexibility and increased adaptability to provide the necessary learning environment on the CSU-Pueblo campus. VOIP will provide operational savings to the campus as well as improved communication and increased campus security.





**STATE OF COLORADO**  
**DEPARTMENT OF HIGHER EDUCATION**

FY 2018-19 CAPITAL INFORMATION TECHNOLOGY PROJECT REQUEST- NARRATIVE (CC_IT-N)*				
A	Capital Construction Fund Amount (CCF):	\$3,573,000	Cash Fund Amount (CF):	\$3,573,000
B	Funding Type	Capital IT Infrastructure	Intercept Program Request? Yes/No	No
C	(1) Institution Name:	Colorado State University	(2) Name & Title of Preparer:	Patrick J. Burns
D	(1) Project Title (Phase 1 of 1):	Networking Refresh and Upgrade - Phase 1 of 1	(2) E-mail of Preparer:	Patrick.Burns@colostate.edu
E	(1) Project Type:	<input checked="" type="checkbox"/> Technology Hardware <input type="checkbox"/> Technology Software	(2) State Controller Project No. (if applicable):	Not applicable.
F	(1) Year First Requested:	FY 2019	(2) Institution Signature Approval:	July 23, 2018
G	(1) Priority Number:	___ OF ___	(2) CDHE Signature Approval:	Date

\* Accompanies CC\_IT-C form

#### **A. PROJECT SUMMARY:**

This is a Capital-IT request for CSU-Fort Collins to upgrade critical networking infrastructure. It is axiomatic that IT currently permeates almost all areas of higher education, and adequate network connectivity for all constituents is essential to the effective and efficient conduct of business. Despite various creative and proactive strategies to maintain currency with our networking infrastructure, we have been unable to do so comprehensively at the University. Falling behind in networking infrastructure presents a manifold of critical problems, and is simply unacceptable. The magnitude of the problem is that to achieve currency in our networking environment, we need to replace/upgrade 331 of approximately 1,100 edge switches, and over the next couple of years upgrade our core networking backbone by a factor of 10X. This capital-IT proposal is submitted to 1) “catch up” to achieving currency in our networking infrastructure at today’s speeds, 2) allow us to meet increasing capacity demands (we need an upgrade of 10X in capacity in our core networking backbone before the end of the project), and 3) allow us the time it will take to establish a base budget funding model for maintaining currency beyond the three-year time frame for the project. The total request is \$3,573,000 that will allow us to get back on track with our critical networking infrastructure.

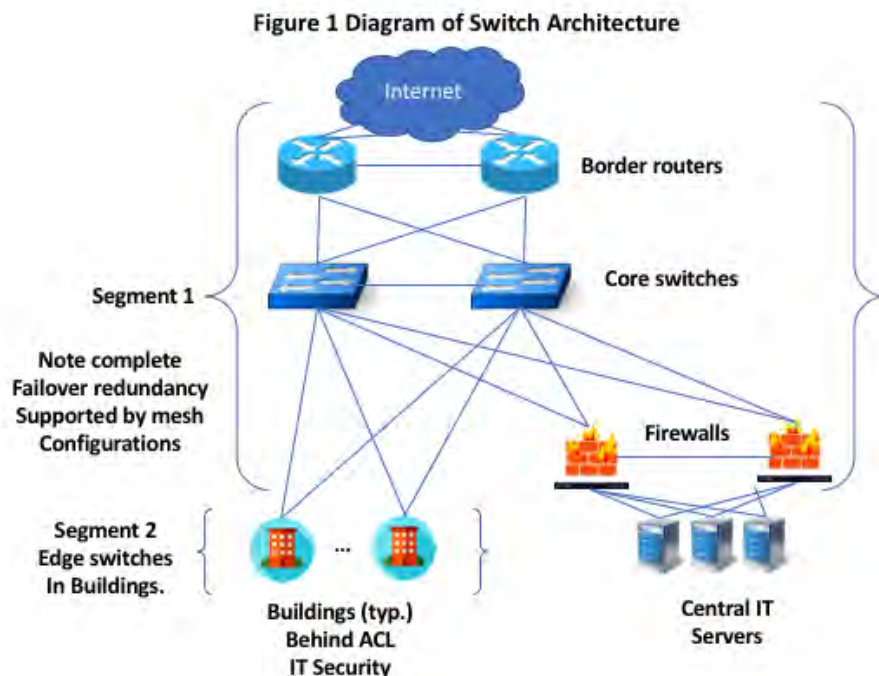
#### **B. PROJECT DESCRIPTION:**

A diagram illustrating a simplified view of our networking infrastructure is shown in Figure 1 below. Two segments are depicted: segment 1, the “upper” or “core” segment, consists of devices necessary to route to and from the Internet that connect to the campus Local Area Network (LAN), depicted as segment 2, the “lower” segment in the diagram, consisting of edge switches for the buildings that require refresh. Not shown in the diagram are the building switches in segment 2, to which the core switches. Building switches provide connectivity outbound from the building “upstream” to the core, and inbound to the edge switches that provide in-building connectivity to users’ devices, for example attached to either network user jacks in an office, lab or other area, or Wi-Fi access points. We have a funding model for building switches, and they are not included in this request.

#### **Segment 1: Core/Backbone Devices**

Segment 1, the “upper” or “core” segment, consists of border routers used to connect a mesh of redundant “core” switches and firewalls for IT network security to the Internet. Note all connections at all levels

between and among all devices are configured to be automatically redundant. Also, note that our administrative data systems requiring very highest level of IT security and privacy are behind the redundant firewalls. New firewalls are required to provide the upgraded capacities needed for our administrative, research and academic IT systems behind them, especially as the current devices are not capable of 100 Gig, and the IT security rules are becoming ever more complex, requiring much more processing horsepower than available in our current firewalls.

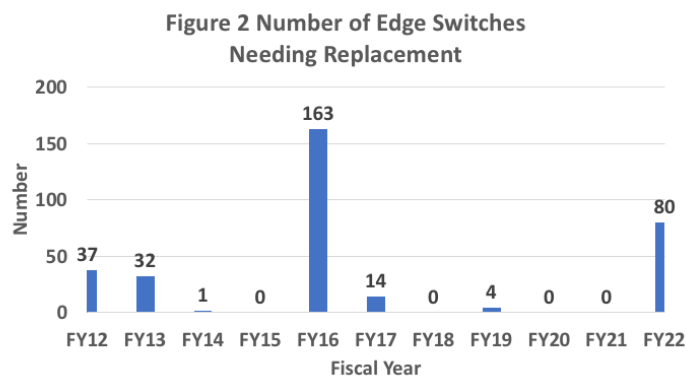


Critical needs in our core networking infrastructure in Segment 1 that we are unable to keep up with are:

- 1) Our aging border routers in segment 1, that need to be replaced on a five-year cycle,
- 2) Our aging “core” switches in segment 1, that need to be replaced on a five-year cycle, and
- 3) The need to upgrade our enterprise (campus-level) firewalls in segment 1 to provide adequate network and IT security for the campus, that need to be replaced on a five-year cycle.

### Segment 2: Edge Switches

An inventory of the number of our edge switches in Segment 2 needing replacement on the seven-year replacement cycle versus “end of life” fiscal year is shown in the histogram below in Figure 2. Note that more than two-thirds of those needing replacement during the project are currently beyond the manufacturer’s “end of life” specification, placing us in dire need of an upgrade, and at significant risk from an IT Security standpoint. A survey of peer institutions indicated replacement cycles for edge switches ranging from five to seven years. We have adopted seven years as the standard for replacement for edge switches to balance cost versus functionality, leaning toward minimizing cost. We anticipate submitting this request for capital IT funding in FY 2019. The three-year project will persist through June 30, 2022. By that time, it is anticipated that 331 edge switches will need replacement to bring our network into currency - this represents about a 30% of our total number of edge about 1,100 edge switches. Note that we are already well behind on our replacement cycle, as today we have over 200 switches needing replacement today. During the three years of the project, we would plan to develop a model for base funding for comprehensive network switch replacement going forward. It is this project that will allow us the time we need to get on track for those planning and budgeting purposes.



### **C. PROGRAM INFORMATION:**

Contemporary networking capacity and functionality are fundamental to the conduct of any business, and especially to higher education. Many of our users require the highest current capacity, and we have tens of thousands of users to accommodate. Best practices therefore dictate regular replacement/refresh of all network devices on predetermined cycles:

- Backbone network “core” devices should be replaced on a five-year cycle, each with an increase in capacity of 10X to meet emerging and evolving demand – this proposal if funded will get us on this next cycle for the core.
- Building and edge switches should be replaced on a seven-year cycle, each with an increase in capacity of 10X to meet emerging and evolving demand – this proposal if funded will get us back on this cycle for edge switches. We are on this cycle for building switches, and none such are included in this proposal.

Also, best practices mandate that the devices in segment 1, the “core,” are purposefully redundant as it is essential to maintain 7/24/365 connectivity, as the network is critical infrastructure. The devices proposed for the core are configured for automatic fail-over in case either device fails, and to allow planned maintenance to occur, taking down only one device at a time to ensure continuity of operations. Additional programmatic requirements are detailed in Section E below.

### **Implementation Plan**

The project is planned for implementation in three phases, i.e. over three fiscal years. Segment 1 devices are to be replaced in years two and three, while segment 2 edge switches will be replaced over all three years of the project.

- The 331 edge switches will be replaced in increments of one-third each for each of the three years,
- The redundant core backbone routers and switches will be replaced in year two of the project, and
- The redundant core backbone firewalls will be replaced in year three of the project.

Planning for the project has already begun, yielding the information provided in this proposal. Formal purchasing processes will be conducted for each of the items above. We will conduct such processes for edge network switches in each of the three years, so that we may: i) ride the cost curve downward over all three years, and ii) ride the technology curve upward over all three years. In year two, we will conduct such a process for the backbone routers and core switches. In year three, we will conduct such a process for the firewalls. Actually, we will likely begin the bid process prior to the start of the fiscal year, so that the equipment will be available and delivered in time for installation at the beginning of each fiscal years.

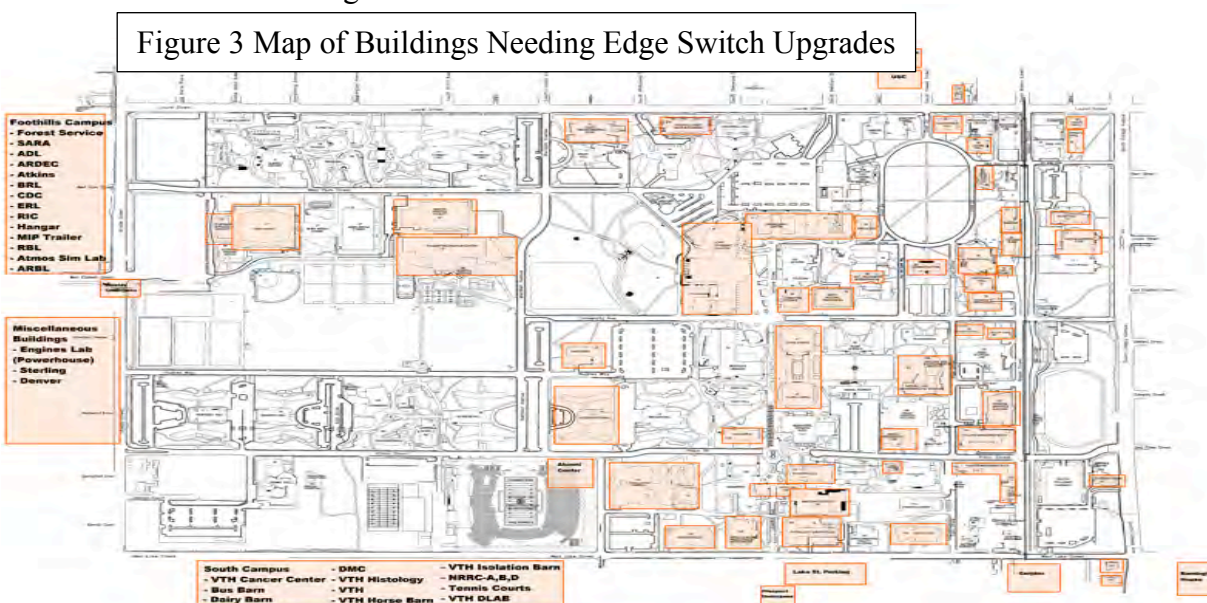
### **D. JUSTIFICATION:**

**Segment 1** – Our current core networking devices operate at 10 Gig, and were upgraded to this speed in FY 14. Were we to stay on the normal five-year upgrade path these would need to be upgraded to 100 Gig in

FY 19. By the time we are proposing to upgrade the core (beginning in FY 20), the additional 10X capacity will be sorely needed. Today, we are connecting dozens of major buildings to the core with dual 10 Gig links, but the core is only 10 Gig today. While we still have some spare capacity in the core, it is waning, and we will need the 10X upgrade by FY 20.

All three types of core devices need to be upgraded in concert, as they all must interoperate at the same, elevated level of speed, and accommodate contemporary interconnected functionality (particularly security). In addition, over this period of time, we anticipate upgrading our Wide Area Network capacity from its current 30 Gig to dual, redundant 100 Gig capacity, and the core devices we are proposing at the next generation of 100 Gig will have the capacity to match that in our WAN environment. Thus, these core devices need to be upgraded to accommodate both external (WAN) and internal (LAN) needs.

**Segment 2 -** We have performed a comprehensive inventory of all switches to gather the information for this proposal; Figure 3 below is a plan view of the CSU campus showing buildings which require one or more edge switch upgrades. Some buildings need all switches upgraded, while others need only select switches upgraded. Note that most buildings have needs.



### **E. CONSEQUENCES IF NOT FUNDED:**

There are various critical needs requiring a minimum standard of network connectivity in higher education environments:

- **General Capacity** – The amount of information available worldwide, accessible by the Internet, keeps growing exponentially at a rate exceeding 25% growth per year. Simply, newer switches are required to keep up with basic growing needs for capacity. Most of our current unmet needs are to replace older switches (older than seven years) that operate at 100 Mbps (million bits per second) to the wall jack (user). Contrast this to the City of Fort Collins deploying gigabit speed networking (1,000 Mbps) locally and comprehensively in Fort Collins over the next two and one-half years. CSU has adopted a national trend of standardizing on gigabit per second connectivity at the user level, or 1,000 Mbps to every wall jack. In many campus buildings (see Figure 3), connectivity is sub-standard.
- **Support for Life and Safety devices** – Older switches are not capable of supplying Power Over Ethernet (POE) that is required for some life and safety devices, particularly video cameras. POE technology is available in all modern switches, where both a network signal and electrical power are supplied over the same networking wire. At the end of FY 18, we had 1,173 video cameras deployed,

with 414 targeted for immediate deployment in FY 19. Having so many older switches that do not have POE capability limits our ability to deploy such devices in areas of critical need, and it will not be possible to meet identified life and safety needs without edge switch upgrades/replacement.

- Emerging Applications – Emerging applications, including ultrahigh-def video (8K), 3D videos, artificial reality, and virtual reality, have an insatiable requirement for new, much higher capacities. In addition to much higher raw transport capacity, all such applications typically also require low latency and jitter, all factors motivating this request.
- Big Data – Both educators and researchers are increasingly engaged in working with Big Data, files of TeraByte size or larger. Files of this size are now common and ubiquitous across the Institution. Most of our current unmet needs are to replace older switches (older than seven years) that operate at 100 Mbps to the wall jack (user). As an example, moving one 10 TB file on a 100 Mbps network will require over 9 days to complete the file transfer! Researchers often have needs to transport a number of these sizes of files, or even larger sizes of files, across the network simultaneously.
- Wi-Fi – The need for, and indeed the expectation of excellent Wi-Fi connectivity exists today. The latest Wi-Fi access points require 10 Gbps uplink capability, as upload speeds from individual mobile devices can approach 1 gigabit per second each, and many such devices can be connected through a single access point. Larger buildings have dozens of Wi-Fi access points, with the single 10 Gig core representing a significant bottleneck. Our ability to attract and retain students, researchers, faculty and staff is dependent upon infrastructure required for them to get their work done, and Wi-Fi networking is a critical component needed today to support education and research.
- Basic Functionality – Newer switches have enhanced features and functionality essential for a modern network architecture, involving layer-3 routing, newer network protocols, contemporary IT security rules, and more ports for services. We can provide additional technical details upon request, but here we simply assert that network switch technology continues to evolve and improve, and falling too far behind will severely limit our ability to deliver needed connectivity safely to our constituents.
- IT Security – Newer switches have enhanced IT security features that interact seamlessly and automatically with routers, firewalls, intrusion detection systems, etc. This is a dire need as we continue to elevate and enhance our IT security posture. Older switches run past end of life (as defined by the manufacturer) are no longer supplied with IT security patches. We are currently operating in a locus of much higher IT security risk, as 331 of our switches need to be upgraded to maintain an acceptable IT security posture.

Any single one of these factors is sufficient to motivate a network upgrade, and yet there are seven critical factors listed above. Not keeping up with essential networking requirements will impair business efficiency and effectiveness, as well as prohibit needed critical life and safety enhancements.

#### **F. ASSUMPTIONS FOR CALCULATIONS:**

A detailed inventory of needs was conducted to identify hardware configurations for the edge switches. A summary of the process used to determine costs for needed replacement/upgrade of edge switches is:

- Switch configuration assumptions
  - 10G uplink to building switch
  - POE+ fully available across all ports at all times
  - Single power supply for 1U switches, dual (2) power supplies in chassis switches
  - 1G edge ports to the user/device
- Cost calculations (N.B. a “port” is a network connection to an end user, e.g. a computer, a Wi-Fi access point, or other network connected device)
  - A chassis switch with 288 1G edge ports, 10G capable uplinks, POE+, 2 power supplies= \$12,700 = \$44/port if every port is occupied (cannot be accomplished)

- A chassis switch with 144 1G edge ports, 10G capable uplinks, POE+, 2 power supplies = \$7,500 = \$52/port if every port is occupied (cannot be accomplished)
- A 1U switch with 48 1G edge ports, 10G capable uplinks, POE+, single power supply = \$2,800 = \$58/port if every port is occupied (cannot be accomplished)
- All switches are purchased using formal state contracts, purchasing processes
- The above three types of switches will be deployed proportionally in accordance with the number of network ports in buildings that need to be activated by each switch type. Averaging over the three types of switches in the numbers we require yields an average cost of \$51/port if every port is occupied. Because switches are only available in multiples of 24 ports, it is not possible to utilize every port. Correcting for this yields an average deployable cost of \$83/port.

The budget for the project is very simple:

1. Yrs. 1-2: 331 edge switches – 18,000 ports @ \$83 per active port	\$1,494,000
(\$498,000 per year for each of three years)	
2. Year 2: 2 redundant core switches @ \$286,500 ea.	\$573,000
3. Year 2: 2 redundant border routers @ \$344,000 ea.	\$688,000
4. Year 3: <u>2 redundant enterprise-level firewalls @ \$409,000 ea.</u>	<u>\$818,000</u>
5. Total	\$3,573,000

The requirement for the core infrastructure is that it will need to operate at 10X our current capacity of 10 Gig. E.g., 100 Gig equipment will be needed. Equipment will be selected accommodating 100 Gig to meet contemporary needs, encompassing IT security, number of routes to be accommodated, number of VLANs, protocols, and IT Security rules to be accommodated, etc. We order “core” equipment with additional backplane, internal routing/switching capacity, to provide upgradeability within the five years of lifetime, as the most economical approach.

#### **G. OPERATING BUDGET IMPACT:**

All planning, purchasing, receiving, configuring, deploying, testing, patching, operations and maintenance will be done with in-house labor, at an estimated cost of \$182,050. Over the course of the project, a funding model will be developed for maintaining currency in the networking infrastructure, to be deployed at the end of the project.

#### **H. PROJECT SCHEDULE:**

Phase	Start Date	Completion Date
Planning	June 2018	Sept 2018 (prepare RFP/Bid)
Implementation	Oct. 2018	June 2022
Equipment	Oct. 2018	June 2022
Completion	June 2022	June 2022

#### **I. ADDITIONAL INFORMATION:**

<b>Please indicate if three-year roll forward spending authority is required.</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Date of project's most recent program plan:	Not applicable	
Please provide the link to the program plan or attach the document:	This document presents the program plan for networking.	
Request 6-month encumbrance waiver?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is this a continuation of a project appropriated in a prior year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If this is a continuation project, what is the State Controller Project Number?	Not applicable.	

## **J. COST SAVINGS / IMPROVED PERFORMANCE OUTCOMES:**

Direct cost savings will be minimal but will exist in the simplified operation of switches, as none will then be beyond the end-of-life and more difficult to integrate into our environment. However, substantial indirect cost savings will exist in that the adequate network capacity needed by all CSU constituents will exist to meet their needs. No longer will researchers and educators need to wait days, or even weeks, for large file transfers. The capacity to support emerging academic programs associated with big data will exist. Researchers and educators will be able to connect to ultrahigh-speed resources across the Internet, with the confidence that the network capacity to accommodate fast, responsive access will exist by default. Although we have observed “pain points” that exist in our network today (we are the recipients of the complaints), it is virtually impossible to estimate the increased productivity and indirect cost savings that will accrue from this proposed network upgrade. However, we are certain that performance increases will result comprehensively and ubiquitously with substantially improved and much needed network access across the Institution.

## **K. SECURITY AND BACKUP / DISASTER RECOVERY:**

Keeping up with needed IT security is also crucially important to avoid malware, intrusions, phishing, etc. and is essential to protect the large amount of sensitive data we have in our environment. It is also not possible to estimate cost savings here, but this could result in very large cost avoidance of a network breach or intrusion.

The firewalls will be bid to meet then-contemporary IT Security needs, will integrate with the core routers and switches, and will be specified to accommodate a 10X increase in capacity of their internal backplane fabric.

All routers and switches are strictly protected with non-routable administrative access using highly secure Duo two-factor authentication. Configurations for all network devices are backed up upon each and every change to the configuration, with ability to reload the configurations within minutes, if needed. Disaster recovery for the core is obviated by the redundant design incorporating automated failover, with the backbone/core devices in two disparate data centers, each separately powered, environmentally conditioned with self-starting generator backup.

Building switches are redundantly connected to be backbone network, and all chassis-level switches have redundant power supplies, connected to two different legs (phases) of building power, where available.

## **L. BUSINESS PROCESS ANALYSIS:**

The business process used to determine current needs is described above in sections B through F.

### **LIST OF ACRONYMS**

ACL	Access Control Lists, to provide an adequate level of IT security for most devices
Border Router	A device that “routes” data between the internal campus network and the Internet
Core Switch	A switch placed at the “core” of a hierarchical network design, intended to provide inter-connect between and among campus buildings and the border routers
Edge Switch	A switch at the “edge” of a hierarchical network design, to provide connectivity to user devices, e.g. computers, printers, instruments, cameras, Wi-Fi access points, etc.
Gbps	gigabits per second, or $10^9$ bits per second
Gig	gigabits per second, or $10^9$ bits per second (identical to Gbps)
Mbps	megabits per second, or $10^6$ bits per second (1,000 times slower than Gig)
POE	Power Over Ethernet, required to deliver electrical power in addition to network connectivity to devices such as security cameras, phones, etc.
TB or TByte	TeraByte, or terabyte, or $10^{12}$ Bytes, equal to $8 \times 10^{12}$ bits
WAN	Wide Area Network

## Answers to the Specific Questions Asked by the CDHE

### I. FACILITY MANAGEMENT

- Has this project been reviewed and signed-off by the department facility management office? – **Yes.**
- Has the Office of State Architect’s delegate been involved in this project? – **No, not considered necessary.**
- Will the project require construction? **No, just replacing existing switches with new ones.**
- Have cost of consultants been included in the cost of this project? **None are needed, all work will be planned and done in house.**
- Has the cost of design services by an engineer and review by a code consultant been included in the cost of this project? **Not needed, all work will be planned and done in house.**
- What is the impact of the project on building occupants and users? **Minimal disruption, as switch replacements are scheduled to occur between 5 and 7 am with ample notice given of scheduling. Very positive impact once the work has been completed, in the form of greatly enhanced network throughput.**
- What is the estimate based on? **We regularly purchase switches, especially for facilities projects, off of a formal higher-ed contract obtained by RFP, in fairly high volumes that gives us the best pricing available. These best prices have been used above for the cost estimates.**
- Please provide a detailed breakdown of the cost estimate. **Provided in Section V, above.**
- How will the project be scheduled? **Provided in Section V, above.**
- Who will manage the project? **The director of Networking at CSU, Mr. Greg Redder. He is eminently well qualified to serve as PM, having already done so for all of our large, central IT networking projects in the past.**

### II. Building Impact/General

- Which building(s) will this project impact? **Figure3 above shows a plan view of the campus, with the affected buildings highlighted. See attached map, highlighting the buildings affected.**
- What is the impact on the infrastructure/utilities? **Minimal disruption, as we are simply removing old switches and replacing with new ones. Very high positive impact in the form of greater throughput and removing bandwidth bottlenecks.**
- What is the extent of the existing building system impact? **Minimal disruption, as we are simply removing old switches and replacing with new ones. Much better connectivity for building automation systems, etc. will result from increased throughput.**
- What is the impact on the complex or campus? **Minimal disruption, as we are simply removing old switches and replacing with new ones. Very high positive impact in the form of greater throughput and removing bandwidth bottlenecks.**
- Will the project require demolition of any portion of the building or complex? **No.**

### III. Building Impact/Electrical

- How will the project impact the loading requirements to the building and campus or complex? **Minimal, just removing old switches and replacing with new ones.**
- What is the impact on the back-up system? **Minimal, we will just continue to back up network switch configurations, for which there is a process in place requiring very modest storage requirements.**
- Will the conduit route be designed by an engineer? **Already in place, no new conduit required.**

### IV. Building Impact/Mechanical



- Is there a need for additional cooling or a modification to existing cooling? **No.**
- If applicable, what is the cooling modification requirement? A modification to server room or modification to building cooling system? **Not applicable.**

# Item #10

## Approval of Updates to CSU System Reserves Policy

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



The Board of Governors of the  
 Colorado State University System  
 Meeting Date: August 9-10, 2018  
 Action Item

**MATTERS FOR ACTION:**

Approval of revised Colorado State University System Board of Governors Policy 205: Board Reserves.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the attached revised CSUS Board Reserves Policy 205.

**EXPLANATION:** Presented by Dr. Tony Frank, Chancellor, Colorado State University System and President, Colorado State University; and Lynn Johnson, Vice President for University Operations, CSU.

In August 2017, the Board of Governors of the Colorado State University System (Board) approved an updated Policy and Procedures Manual to govern how the Board discharges its constitutional and statutory responsibilities. From time to time, and in accordance with best practices, the Board updates or amends the Policy and Procedures Manual.

CSUS Board Reserves Policy 205: Pursuant to Colorado law, the Board has exclusive control over all funds of, and appropriated to, any institution that it governs. (Colorado Constitution, Article VIII, Section 5; C.R.S. § 23-30-106). CSUS Board Reserve Policy 205 sets forth the process, method of calculation, and potential use of certain reserves by the Board, the System and its institutions. At the May 31, 2018, Board of Governors Retreat, the Board as part of its annual strategic planning process reviewed the existing reserves policy. The Audit and Finance Committee was then directed to amend the policy based upon the recommendations brought forward at the Board Retreat.

Upon approval of the aforementioned revised policy, the Policy and Procedures Manual will be amended accordingly, both in the official hard copy maintained in the CSU System Office and on the CSUS website.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

\_\_\_\_\_  
 Kim Jordan, Board Secretary

\_\_\_\_\_  
 Date

**Policy and Procedures Manual**

SUBJECT: BUDGET AND FINANCE

Policy 205: CSUS Board Reserves Policy

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**Board Policy**

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

**Purpose of the Reserves**

The purpose of maintaining reserves is to ensure the financial health and stability of each institution within the CSUS, as well as the CSUS as a whole, and to provide an additional measurement of the fiscal condition of the CSUS and its institutions. Reserve levels beyond that needed to maintain its fiscal condition, as defined by the **Board Reserve Floor**, may be deployed to meet the strategic initiatives of the System. Generally, there are three primary and strategic areas of focus for the utilization of reserves:

1. **Fiscal and Fiduciary Responsibility** – Ensuring the financial integrity of its institutions. Examples include, but are not limited to, addressing revenue shortfalls or extraordinary expenditures.
2. **Enhance the Essentials** – Providing resources to improve existing programs, tools, systems and activities that are essential. Examples include, but are not limited to, start-ups, seed capital, bridge funding to base and reducing outstanding debt; and
3. **Transformational Investments** - To provide resources to invest in opportunities that arise that are transformational. Examples include, but are not limited to, the establishment of a signature program, such as a medical school, or an extraordinary investment in Academy level faculty.

Reserves should not be utilized to backfill expected on-going shortfalls in revenue unless a plan exists to either increase the respective revenue stream or reduce related expenses. The use of reserves is appropriate to assist with timing issues, but should not be relied upon for the support of on-going expenditures. The reserves also provide operational flexibility to allow for strategic-related risks and to respond to changes within the environment. Through these reserves, the CSUS will be able to better manage financial challenges, enhance existing programs and invest in strategic initiatives and opportunities.

**Policy and Procedures Manual**

SUBJECT: BUDGET AND FINANCE

Policy 205: CSUS Board Reserves Policy

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**Definitions**

1. **Maximum Available Unrestricted Nets Assets (MAUNA).** Unrestricted Net Assets as reported within the annual audited financial statements, limited to the General Fund (E&G) for CSU and CSU-Pueblo, adjusted for GASB 68 accruals.
2. **Board Reserve Floor.** The minimum balance that the summation of MAUNA and the Non-E&G Allocated Reserves should not go below.

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

3. **Non-E&G Allocated Reserves.** Reserves recorded within other fund group types that are internally uncommitted and unrestricted but allocated for specific purposes. These resources could be utilized to support E&G related expenditures if needed. This includes items such as our internal loan fund, academic enrichment program funds, and other related fund balances.
4. **E&G Board Reserves Available for Strategic Deployment (Board Reserves).** Those reserve funds held on behalf of the Board at the System level. The E&G Board Reserves will be recorded in, and transferred to, a separate general ledger account within the CSUS financial accounting system that is labeled as the Board Designated Reserve.

The Board Reserves will be set at an amount equal to MAUNA less CSU-Global's 250 DCOH, the Board Reserve Floor for CSU, CSUP and CSUS, and the 10% Institutional Reserves for CSU, CSUP and the CSUS.

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

The initial Institutional Reserve (CSU, CSU-Pueblo, and CSUS), will be set at an amount equal to ten percent (10%) of MAUNA as of June 30, 2015. The maximum annual increase to the Institutional Reserve will be equal to ten percent (10%) of the change in MAUNA for each respective fiscal year thereafter for each institution, unless otherwise approved by the Board (example – reserve replenishment), respectively. For CSU-Global, the Institutional Reserve will be set as 250 DCOH. In the event budgeted expenses decline from one year to the next, CSU-Global will be allowed to retain the reserve balance established at the beginning of year (less

**Policy and Procedures Manual**

SUBJECT: BUDGET AND FINANCE

Policy 205: CSUS Board Reserves Policy

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any amounts utilized), to support future institutional needs as opposed to a lower “reset” of the above due to the lower DCOH calculation. In the event MAUNA is an amount equal to or less than \$0, no Institutional Reserve will be available.

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

**Procedures**

1. Within the financial accounting system, each institution may designate internal restrictions on the use of some or all of its Institutional Reserve. For example, an institution may designate internal restrictions for debt service or controlled maintenance, and other such related items. Any such internal restriction may be determined by the President of the institution.
2. On an annual basis, funds will be transferred to the Board Reserves as indicated by the annual calculation noted above.
3. Transfers to or from the Institutional Reserve accounts at the institutions and the Board Reserves account will occur following the issuance of the annual audited financial statements each year.
4. The funds held within the Board Reserves may be segregated by institution. Any Board Reserves that are not internally restricted are designated as unrestricted Board Reserves.
5. The E&G Board Reserve Available for Strategic Deployment may be utilized to support the educational mission of the CSUS and its institutions. It is the Board’s policy that it will not utilize the Board Reserves except in the event of compelling and unique circumstances. Any expenditure from the Board Reserves shall be made in consultation with the Chancellor and must be approved by action of the Board.
6. Any utilization of Institutional Reserves shall be determined by the President of the institution in consultation with the Chancellor, and will require notification to the Board, but not Board approval.
7. Information about the Board Reserves and each Institutional Reserve, including the amounts held in those accounts, will be reported to the Board annually at its February meeting.

**COLORADO STATE UNIVERSITY SYSTEM**

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**Policy and Procedures Manual**

SUBJECT: BUDGET AND FINANCE

Policy 205: CSUS Board Reserves Policy

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History: Policy and Procedures Manual effective October 4, 2013 by Board Resolution  
Amended May 6, 2016 by Board Resolution  
Amended October 6, 2016 by Board Resolution  
Amended August 2, 2017 by Board Resolution  
Amended August 10, 2018 by Board Resolution

**Policy and Procedures Manual**

SUBJECT: BUDGET AND FINANCE

Policy 205: CSUS Board Reserves Policy

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**Purpose of the Reserves**

The purpose of maintaining reserves is to ensure the financial health and stability of each institution within the CSUS, as well as the CSUS as a whole, and to provide an additional measurement of the fiscal condition of the CSUS and its institutions. **Reserve levels beyond that needed to maintain its fiscal condition, as defined by the Board Reserve Floor, may be deployed to meet the strategic initiatives of the System.** Generally, there are ~~four~~ **three** primary and strategic areas of focus for utilization of ~~uses for~~ reserves:

1. **Fiscal and Fiduciary Responsibility** ~~—To provide support in the event of a sudden shortfall in revenue (e.g., unforeseen drop in enrollment or a reduction in state appropriation)~~ Ensuring the financial integrity of its institutions. Examples include but are not limited to addressing revenue shortfalls or extraordinary expenditures;
2. **Enhance the Essentials** ~~—To cover unanticipated expenditures (e.g., unanticipated increases in utility costs, deferred maintenance item that requires immediate attention, legal fees, etc.);~~ Providing resources to improve existing programs, tools, systems and activities that are essential. Examples include but are not limited to start-ups, seed capital, bridge funding to base and reducing outstanding debt; and
3. **Transformational Investments** ~~-To fund unexpected opportunities~~ provide resources to invest in opportunities that arise that are transformational. Examples include but are not limited to the establishment of a signature program, such as a medical school, or an extraordinary investments in Academy level faculty.

Reserves should not be utilized to backfill expected **on-going** shortfalls in revenue unless a plan exists to either increase the respective revenue stream or reduce related expenses. The use of reserves is appropriate to assist with timing issues, but should not be relied upon for the support of on-going expenditures. The reserves also provide operational flexibility to allow for strategic-related risks and to respond to changes within the environment. Through these reserves, the CSUS will be able to better manage financial challenges and remain focused on strategic initiatives, **enhance existing programs and invest in strategic initiatives and opportunities.**



## Definitions

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The Board Reserves will be set at an amount equal to MAUNA less Global's 250 DCOH, the 10% Institutional Reserves for CSU, CSU-Pueblo and the CSUS. ~~along with Prior Commitments Not Yet Met. Prior Commitments Not Yet Met include items such as faculty start-up and multi-year capital lease commitments.~~

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

The initial Institutional Reserve (CSU, CSU-Pueblo, and the CSUS), will be set at an amount equal to ten percent (10%) of MAUNA as of June 30, 2015. The maximum annual increase to the Institutional Reserve will be equal to ten percent (10%) of the change in MAUNA for each respective fiscal year thereafter for each institution, unless otherwise approved by the Board (example – reserve replenishment), respectively. For CSU-Global, the Institutional Reserve will be set at 250 DCOH. In the event budgeted expenses decline from one year to the next, CSU-Global will be allowed to retain the reserve balance established at the

beginning of year (less any amounts utilized), to support future institutional needs as opposed to a lower “reset” of the above due to the lower DCOH calculation. In the event MAUNA is an amount equal to or less than \$0, no Institutional Reserve will be available.

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

### Procedures

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6. Any utilization of Institutional Reserves shall be determined by the President of the institution in consultation with the Chancellor, and will require notification to the Board, but not Board approval.
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History: Policy and Procedures Manual effective October 4, 2013 by Board Resolution  
Amended May 6, 2016 by Board Resolution  
Amended October 6, 2016 by Board Resolution  
Amended August 2, 2017 by Board Resolution  
Amended August 10, 2018 by Board Resolution

# Item #11

## CSU System Treasury Update

- Operating Portfolio Investment Policy Approved May, 2018 by Board of Governors
- Search for funds performed by Investment Consultant, Callan. Investment Advisory Committee approved funds.
- Initial funding end of July (investments made over 4 months):
  - Fidelity S&P 500 Index - \$60 million
  - Vanguard Extended Market Index - \$20 million
  - Vanguard International Equity - \$54 million
  - Vanguard Core Fixed Income - \$86 million
  - Tier I – 3 Money Market Funds - \$60 million

COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



# Update Commercial Paper

- \$50 million program authorized by Twelfth Supplemental Resolution
- Purpose to provide short-term “bridge” financing to pledge (gift) payment or long-term debt
- Received S&P “short-term” rating of A-1
- First issuance of \$10 million on June 27<sup>th</sup>, 1.52%, 77-day for JBS project
- Next issuance planned for September for \$22 million.

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# Item #12

## Approval of Fourteenth and Fifteenth Supplemental Resolutions

COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



# Fourteenth Supplemental Resolution

- Authorizing the issuance of up to \$30 million Revenue Bonds
- Improvement Projects to include the Center for Vector-borne Infectious Diseases (CVID) Facility and certain infrastructure projects related to the Facility and Foothills Campus.
- Originally researched the possibility of the P3 partner, Tetrad, obtaining the financing for this facility; however final proposal from Tetrad was not favorable when compared to the System financing terms.

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# Fourteenth Supplemental Resolution Cont.

- Will seek State Intercept Program approval for bond issue
- Targeting annual debt service at \$1.5 million
- Taxable bond issue and subject to interest rate risk until issued

COLORADO STATE UNIVERSITY SYSTEM

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# Fifteenth Supplemental Resolution

- Authorizing the issuance of up to \$50 million refunding bonds
- Generic resolution to allow for any of the previously approved commercial paper notes to be refinanced with long-term refunding bonds
- Refunding bonds can be taxable or tax-exempt
- Current plans are to only refund \$12.5 million of commercial paper notes which include partial funding for JBS, \$5 million; Richardson Design Center, \$2.5 million; Orchard Mesa/Rocky Ford, \$5 million
- Other commercial paper notes currently planned to be refunded with pledge/gift payments

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

**FOURTEENTH SUPPLEMENTAL RESOLUTION**

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System  
System Enterprise Revenue Bonds  
Series 2018

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## FOURTEENTH SUPPLEMENTAL RESOLUTION

### WITNESSETH:

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

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

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018” (referred to herein as the “Series 2018 Bonds”) for the purposes of (a) defraying the cost of financing the 2018 Improvement Projects, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Fourteenth Supplemental Resolution;

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

### ARTICLE I

#### DEFINITIONS

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

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

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

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Series 2018 Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Series 2018 Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2018 Bonds authorized in Section 2.06 hereof; provided,

however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Series 2018 Bonds are issued in more than one series.

“*Financial Consultant*” means, with respect to the Series 2018 Bonds, North Slope Capital Advisors, Denver, Colorado, in its capacity as municipal advisor, and any successor thereto.

“*Fourteenth Supplemental Resolution*” means this Fourteenth Supplemental Resolution adopted by the Board on August 9, 2018.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Series 2018 Bonds; (b) any other date or dates that interest is due and payable with respect to the Series 2018 Bonds as set forth in the Pricing Certificate with respect to the Series 2018 Bonds; and (c) the final maturity date of or any redemption date of each Series 2018 Bond.

“*Issue Date*” means the date or dates (in the event the Series 2018 Bonds are issued in more than one series) on which the Series 2018 Bonds are first delivered to the initial purchasers thereof against payment therefor.

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

“*Official Statement*” means the final Official Statement relating to the Series 2018 Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Series 2018 Bonds are issued in more than one series.

“*Preliminary Official Statement*” means the Preliminary Official Statement relating to the Series 2018 Bonds, including any supplements thereto; provided, however, that the Preliminary Official Statement may refer to multiple Preliminary Official Statements in the event the Series 2018 Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Fourteenth Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Series 2018 Bonds are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Fourteenth Supplemental Resolution.

“*Purchase Contract*” means any Purchase Contract relating to the Series 2018 Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts in the event the Series 2018 Bonds are issued in more than one series.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2018 Bonds.

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

“*Series 2018 Bonds*” means the Bonds issued in one or more series or subseries hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018,” and as more particularly designated in the Pricing Certificate.

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

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

“*State*” means the State of Colorado.

“*Taxable Obligation*” means any Series 2018 Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2018 Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Exempt Obligation*” means any Series 2018 Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2018 Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Underwriters*” means, in the determination of the Board, any combination of investment banking firms, financial institutions or commercial banks selected by the Board, acting as underwriters, direct purchasers or lenders in connection with the sale of the Series 2018 Bonds.

“*2018 Expense Account*” means the account created in Section 5.02(b) hereof.

“*2018 Improvement Projects*” means the financing of certain Improvement Projects, as determined by the Board, including but not limited to construction of an approximately 38,000 gsf CVID Facility (Center for Vector-borne Infectious Diseases) on the Foothills Campus to house faculty and research infrastructure, functional research laboratories, insectary and office space.

“*2018 Improvement Projects Fund*” means the fund created in Section 5.02(a) hereof, including any accounts and subaccounts therein.

“*2018 Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement, by and between the Board and the 2018 Paying Agent relating to the Series 2018 Bonds; provided, however, that the 2018 Paying Agent Agreement may refer to multiple agreements in the event the Series 2018 Bonds are issued in more than one series.

“*2018 Paying Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Series 2018 Bonds, and any successor thereto.

“*2018 Registrar*” means the 2018 Paying Agent acting as agent of the Board for the registration of the Series 2018 Bonds, and any successor thereto.

“*2018 Tax Certificate*” means the Tax Certificate relating to the Series 2018 Bonds, executed by the Board on the date of issuance of the Series 2018 Bonds; provided, however, that the 2018 Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Series 2018 Bonds.

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

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

(b) Any Series 2018 Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

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

**Section 1.04. Parties Interested Herein.** Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the 2018 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2018 Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the 2018 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2018 Bonds.

**Section 1.05. Ratification.** All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the 2018 Improvement Projects and the issuance, sale and delivery of the Series 2018 Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Series 2018 Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

**Section 1.06. Resolution Irrepealable.** After any Series 2018 Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Series 2018 Bonds; and the Resolution shall be and remain irrepealable until the Series 2018 Bonds and the interest thereon shall be fully paid, as herein provided.

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

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

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

## ARTICLE II

### AUTHORIZATION OF 2018 IMPROVEMENT PROJECTS AND CERTAIN RELATED DOCUMENTS

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

**Section 2.02. Necessity of the 2018 Improvement Projects and Series 2018 Bonds.** It is necessary and for the best interests of the Board and the System that the Board undertake the 2018 Improvement Projects as herein authorized and obtain funds therefor by issuing the Series 2018 Bonds; and the Board hereby so determines and declares.

**Section 2.03. Authorization of the 2018 Improvement Projects.** The Board hereby determines to undertake the 2018 Improvement Projects pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met.

In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met and (b) the 2018 Improvement Projects are hereby authorized.

**Section 2.04. Provision for Sale of Series 2018 Bonds.** The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Purchase Contract submitted by the Underwriters for the purchase of



the Series 2018 Bonds, in substantially the form filed with the Board on the date of adoption of this Fourteenth Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Fourteenth Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

**Section 2.05. Execution of 2018 Paying Agency Agreement.** The appropriate officers of the Board, as designated in the 2018 Paying Agency Agreement, are hereby authorized to complete and execute the 2018 Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board following the date of adoption of this Fourteenth Supplemental Resolution.

**Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking.** The distribution and use of a Preliminary Official Statement relating to the Series 2018 Bonds, in substantially the form filed with the Board on or following the date of adoption of this Fourteenth Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Series 2018 Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Series 2018 Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

**Section 2.07. Bond Insurance.** In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Series 2018 Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this Section 2.08, shall be deemed to be incorporated in this Fourteenth Supplemental Resolution and shall be enforceable as if set forth herein.

**Section 2.08. Execution of Documents.** The following individuals, namely: the Chair of the Board, the Secretary of the Board, the Chancellor of the System, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, this Fourteenth Supplemental Resolution, and, as appropriate in connection with each series of Series 2018 Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the 2018 Paying Agency Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Credit Enhanced Bonds, and any other documents or certificates necessary or appropriate to close the sale of the Series 2018 Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

## ARTICLE III

### AUTHORIZATION AND TERMS OF SERIES 2018 BONDS

**Section 3.01. Authorization of Series 2018 Bonds.** Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018,” or as more particularly designated in the Pricing Certificate, including the year of issuance. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Series 2018 Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

**Section 3.02. Purposes.** The Series 2018 Bonds are authorized for the purposes of funding the 2018 Improvement Projects and paying certain costs of issuance relating to the Series 2018 Bonds, all as more specifically provided in Article V hereof.

#### **Section 3.03. Terms of Series 2018 Bonds, Generally.**

(a) **Registered Form; Numbers and Date.** The Series 2018 Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Series 2018 Bonds shall be a Securities Depository in accordance with the Master Resolution. The Series 2018 Bonds shall be dated the Issue Date.

(b) **Principal Amounts; Maturities; Interest Rates.** The Series 2018 Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) **Parameters.** Any Series 2018 Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$30,000,000 for the 2018 Improvement Projects. Any Series 2018 Bonds, issued in one or more series or subseries, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the foregoing, Credit Enhanced Bonds may have a maximum interest rate not in excess of 12% per annum. Any Series 2018 Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2058 with respect to bonds issued for the 2018 Improvements Projects.

(ii) **Delegated Powers.** The Board Representative is authorized, without further approval of the Board, to make any and all determinations listed in Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such

determinations are not inconsistent with the standards set forth in this Fourteenth Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Fourteenth Supplemental Resolution and after the Series 2018 Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Series 2018 Bonds; (B) the principal amount of each series or subseries of the Series 2018 Bonds; (C) the coupon interest rate or rates (whether fixed or variable) on the Series 2018 Bonds; (D) the maturity or maturities of the Series 2018 Bonds (any of which may include Series 2018 Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption of any or all of the Series 2018 Bonds prior to maturity; (F) the purchase price of the Series 2018 Bonds; (G) whether the Series 2018 Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled "FEDERAL TAX LAW MATTERS"; (H) whether or not to utilize bond insurance, a Credit Facility or a debt service reserve policy for the Series 2018 Bonds and the execution of all agreements, documents and certificates in connection therewith; (I) whether or not the Series 2018 Bonds will be sold pursuant to a negotiated sale, a competitive sale or direct placement; all as may be necessary to effect the 2018 Improvement Projects and in a manner consistent with this Fourteenth Supplemental Resolution; including the estimated true interest cost of the Series 2018 Bonds and the Underwriter's or Purchaser's discount relating to the Series 2018 Bonds. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Series 2018 Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Fourteenth Supplemental Resolution; (J) whether or not to qualify any of the Series 2018 Bonds under the State Intercept Program.

(c) ***Authorized Denominations.*** The Series 2018 Bonds shall be issued in Authorized Denominations.

(d) ***Computation of Interest.*** Each Series 2018 Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Series 2018 Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months, unless an alternative computational convention is set forth in the Pricing Certificate.

(e) ***Appointment of 2018 Paying Agent and 2018 Registrar.*** Wells Fargo Bank, National Association, is hereby appointed the 2018 Paying Agent and 2018 Registrar.

### **Section 3.04. Payment of Bond Requirements.**

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Series 2018 Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2018 Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the 2018 Paying Agent. If any Series 2018 Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Series 2018 Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the 2018 Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2018 Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2018 Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) ***Payment of Interest.*** All payments of interest on any Series 2018 Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2018 Registrar (or, in the case of defaulted interest, the date selected by the 2018 Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Series 2018 Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(d) ***State Intercept Program.*** The Board may elect to utilize the State Intercept Program for all or a portion of the 2018 Improvement Projects. The final determination of which Series 2018 Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file with the State Treasurer a copy of this Fourteenth Supplemental Resolution, the Pricing Certificate and the Official Statement. The Board shall also make such filings as are required by the State Intercept Act.

**Section 3.05. Bond Form.** Subject to the provisions of this Fourteenth Supplemental Resolution, the Series 2018 Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

**Section 3.06. State Tax Exemption.** Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2018 Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

## ARTICLE IV

### REDEMPTION OF SERIES 2018 BONDS

**Section 4.01. Optional Redemption.** The Series 2018 Bonds shall be subject to redemption prior to maturity at the option of the Board, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

**Section 4.02. Mandatory Sinking Fund and Make Whole Redemption.** The Series 2018 Bonds shall be subject to mandatory sinking fund redemption and make whole redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

**Section 4.03. Selection of Series 2018 Bonds for Redemption.** If less than all of the Series 2018 Bonds are called for prior redemption hereunder, the Series 2018 Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Series 2018 Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Series 2018 Bond of a denomination larger than an Authorized Denomination, such Series 2018 Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Series 2018 Bonds is so redeemed, the 2018 Registrar shall, without charge to the owner of such Series 2018 Bond, authenticate a replacement Series 2018 Bond for the unredeemed portion thereof.

**Section 4.04. Redemption Procedures.** Except as otherwise provided herein, the Series 2018 Bonds shall be called for prior redemption and shall be paid by the 2018 Paying Agent upon notice as provided in Section 4.05 hereof. The 2018 Registrar shall not be required to transfer or exchange any Series 2018 Bond after notice of the redemption of such Series 2018 Bond has been given (except the unredeemed portion of such Series 2018 Bond, if redeemed in part) or to transfer or exchange any Series 2018 Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2018 Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2018 Bonds and notice thereof. The Board and the 2018 Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2018 Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Series 2018 Bonds) of any notice with respect to the Series 2018 Bonds, including any notice of redemption.

**Section 4.05. Notice of Redemption.** The 2018 Registrar shall cause notice of the redemption of the Series 2018 Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

**Section 4.06. Tender and Purchase.** The Series 2018 Bonds shall be subject to tender and purchase prior to maturity at the option of the Board, if at all, on the dates, in the manner and at the prices as set forth in the Pricing Certificate.

## ARTICLE V

### ISSUANCE OF SERIES 2018 BONDS AND USE OF SERIES 2018 BOND PROCEEDS

**Section 5.01. Series 2018 Bond Preparation, Execution and Delivery.** The officers of the Board and the System designated in this Fourteenth Supplemental Resolution are hereby authorized and directed to prepare and to execute the Series 2018 Bonds, as herein provided. When the Series 2018 Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

**Section 5.02. Disposition of Series 2018 Bond Proceeds.** The proceeds of the Series 2018 Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) ***2018 Improvement Projects Fund.*** First, from the proceeds of the Series 2018 Bonds, there shall be deposited in a separate account, which account is hereby created, to be known as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018, Improvement Projects Fund” (the “2018 Improvement Projects Fund”), such amount as the Board Representative shall determine to be necessary and available to defray the costs of the 2018 Improvement Projects, subject to the provisions of the 2018 Tax Certificate. Such account shall be under the control of the Board.

There is hereby created within the 2018 Improvement Projects Fund a separate account under the control of the Board which shall be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018, Capitalized Interest Account” (the “2018 Capitalized Interest Account”). There shall be credited to such 2018 Capitalized Interest Account such amount as the Board Representative shall determine to be necessary and available to pay a portion of the interest on the Series 2018 Bonds through a date specified by the Board Representative in the Pricing Certificate, taking into account any other moneys available to pay interest on the Series 2018 Bonds.

In the event that the Series 2018 Bonds are issued in only one series, then the Board shall not be required to establish additional accounts or subaccounts within the 2018 Improvement Projects Fund; provided, however, that in the event that the Series 2018 Bonds are issued in more than one series, additional separate accounts and, as necessary, subaccounts shall be created within the 2018 Improvement Projects Fund in accordance with the following:

A separate account shall be created within the 2018 Improvement Projects Fund for each separate series of Series 2018 Bonds issued as Tax Exempt Obligations the

proceeds of which are to be applied to the 2018 Improvement Projects, into which shall be deposited amounts received from the sale of each such series of the Series 2018 Bonds, and the amount of such deposit shall be as set forth in the Pricing Certificate.

In the event that any of the Series 2018 Bonds are issued as Taxable Obligations, and the proceeds from such Series 2018 Bonds are to be applied to the 2018 Improvement Projects, then separate accounts shall be established for each such series of Series 2018 Bonds, and the amount of proceeds from the sale of such Series 2018 Bonds deposited to such account(s) shall be as set forth in the Pricing Certificate.

(b) **2018 Expense Account.** Second, from the proceeds of the Series 2018 Bonds, there shall be deposited to the credit of a separate account, hereby created (the “2018 Expense Account”), which 2018 Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Series 2018 Bonds. From such 2018 Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Series 2018 Bonds. Any moneys remaining in the 2018 Expense Account six months after the date of issuance of the Series 2018 Bonds shall be transferred as directed by the Board Representative.

**Section 5.03. Application of 2018 Improvement Projects Fund.** Amounts on deposit in the 2018 Capitalized Interest Account within the 2018 Improvement Projects Fund shall be applied to the payment of interest on the Series 2018 Bonds as directed by the Board Representative. Any other moneys credited from time-to-time to the 2018 Improvement Projects Fund shall be used, without requisition, voucher or other direction or further authority than is herein contained, to pay, or to reimburse the Board and the System for the payment of costs of the 2018 Improvement Projects, as the same become due. All amounts derived from the investment of moneys on deposit in the 2018 Improvement Projects Fund shall remain in the 2018 Improvement Projects Fund and shall be applied as described herein, or, at the direction of the Board Representative, shall be applied to pay interest on the Series 2018 Bonds. Upon completion of the 2018 Improvement Projects by the Board and the delivery of a Completion Certificate to the Board in accordance with the Resolution, all money remaining in the 2018 Improvement Projects Fund, except amounts estimated to be needed for costs of the 2018 Improvement Projects not then due and payable as provided in Section 5.04 hereof, may be used for any other lawful capital expenditures of the Board or may be transferred to the Series 2018 Principal Account of the Debt Service Fund and used to pay the principal of, premium, if any, or interest on the Series 2018 Bonds.

**Section 5.04. Completion of 2018 Improvement Projects.** Upon completion of the 2018 Improvement Projects and the acceptance thereof by the System, the Board Representative shall deliver to the Board a certificate (the “Completion Certificate”) stating that, to the best of the System’s knowledge based upon the representations of the Board Representative and the contractors, architects, engineers, vendors or other consultants, and except for any amounts estimated by the Board Representative to be necessary for payment of any costs of the 2018 Improvement Projects not then due and payable as set forth in such certificate, the 2018 Improvement Projects have been completed and accepted by the System and all costs of the 2018 Improvement Projects have been paid. Notwithstanding the foregoing, such certificate shall not,

and shall state that it does not, prejudice any rights against third parties which exist at the date of such certificate or which may subsequently come into being.

**Section 5.05. Purchaser Not Responsible.** The Underwriters, any associate thereof, and any subsequent owner of any Series 2018 Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Series 2018 Bonds or of any other moneys herein designated.

## ARTICLE VI

### ESTABLISHMENT OF CERTAIN ACCOUNTS

**Section 6.01. Establishment of Certain Accounts.** In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Series 2018 Bonds: (a) within the Debt Service Fund, a “Series 2018 Interest Account” and a “Series 2018 Principal Account”; and (b) within the Rebate Fund, a “Series 2018 Rebate Account.” Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to the Series 2018 Interest Account and the Series 2018 Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to the Series 2018 Rebate Account.

## ARTICLE VII

### FEDERAL TAX LAW MATTERS

**Section 7.01. Determination of Tax Exempt or Taxable Obligations.** All or any portion of the Series 2018 Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Series 2018 Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2018 Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2018 Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Series 2018 Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

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



**Section 7.03. Affirmative Actions.** The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Series 2018 Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

**Section 7.04. 2018 Tax Certificate.** The Board will comply with the 2018 Tax Certificate delivered to it on the date of issuance of any Series 2018 Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the 2018 Tax Certificate regarding the application and investment of proceeds of such Series 2018 Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the 2018 Tax Certificate; provided that, in the event the original 2018 Tax Certificate is superseded or amended by a new 2018 Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new 2018 Tax Certificate will not cause the interest on such Series 2018 Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new 2018 Tax Certificate.

## ARTICLE VIII

### MISCELLANEOUS

**Section 8.01. Applicability of Master Resolution.** Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2018 Bonds and the 2018 Improvement Projects. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Series 2018 Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

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

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

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

ADOPTED AND APPROVED as of August 9, 2018.

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_  
Chair of the Board

ATTEST:

By \_\_\_\_\_  
Secretary

[Signature Page to Fourteenth Supplemental Resolution]

**EXHIBIT A****FORM OF SERIES 2018 BONDS [TO BE MODIFIED FOR EACH SERIES]**

**UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE 2018 PAYING AGENT, THE 2018 REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.**

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

**UNITED STATES OF AMERICA  
STATE OF COLORADO**

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
SYSTEM ENTERPRISE REVENUE BONDS  
SERIES 2018**

No. R- \_\_\_\_\_ \$ \_\_\_\_\_

<b>Interest Rate (Per Annum)</b>	<b>Maturity Date</b>	<b>Dated as of</b>	<b>CUSIP</b>
_____ %	March 1, _____	_____, 2018	_____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: \_\_\_\_\_ DOLLARS

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado (the “State”), for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on \_\_\_\_\_ at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2018 Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this

Series 2018 Bond. The principal of and premium, if any, on this Series 2018 Bond are payable upon presentation and surrender hereof at the principal office of the Board's paying agent for the Series 2018 Bonds (the "2018 Paying Agent"), initially Wells Fargo Bank, National Association. The 2018 Paying Agent's principal office for such payment shall be in Minneapolis, Minnesota. Interest on this Series 2018 Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2018 Bond is registered (the "registered owner") in the registration records of the Board maintained by the Board's registrar for the Series 2018 Bonds (the "2018 Registrar"), initially Wells Fargo Bank, National Association, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2018 Bond; herein the "Resolution"), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2018 Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2018 Bond and the 2018 Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2018 Registrar or 2018 Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2018 in the aggregate principal amount of \$[ ] (the "Series 2018 Bonds").

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Series 2018 Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Series 2018 Bond shall not be valid or obligatory for any purpose until the 2018 Registrar shall have manually signed the certificate of authentication hereon.

The Series 2018 Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Series 2018 Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the 2018 Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2018 Registrar will not be required to transfer or exchange (a) any Series 2018 Bond subject to redemption during a period beginning at the opening of business 15 days before the

day of the mailing by the 2018 Registrar of a notice of prior redemption of Series 2018 Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2018 Bond after the mailing of notice calling such Series 2018 Bond or any portion thereof for prior redemption.

The Series 2018 Bonds or portions thereof maturing on and after March 1, 20\_\_\_, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20\_\_\_, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Series 2018 Bonds in denominations larger than \$5,000), in such manner as the 2018 Paying Agent may determine, at a redemption price equal to \_\_\_% of the principal amount of each Series 2018 Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.

The Series 2018 Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

In the case of a Series 2018 Bond of a denomination larger than \$5,000, a portion of such Series 2018 Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the 2018 Registrar shall, without charge to the owner of such Series 2018 Bond, authenticate and issue a replacement Series 2018 Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the 2018 Registrar, as provided in the Resolution.

This Series 2018 Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2018 Registrar upon surrender of this Series 2018 Bond together with a duly executed written instrument of transfer satisfactory to the 2018 Registrar. Upon such transfer a new fully registered Series 2018 Bond or Series 2018 Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2018 Bond, subject to such terms and conditions as set forth in the Resolution. The Board, 2018 Registrar and 2018 Paying Agent may deem and treat the person in whose name this Series 2018 Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and 2018 Paying Agent and 2018 Registrar shall be not affected by notice to the contrary.

The Series 2018 Bonds are being issued to finance the 2018 Improvement Projects.

The Series 2018 Bonds are issued by the Board as authorized by and pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code.

This Series 2018 Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net

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

Payment of the Series 2018 Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the “System Enterprise Debt Service Fund” (the “Debt Service Fund”), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Series 2018 Bonds. The Series 2018 Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board’s Outstanding Parity Obligations (as defined in the Resolution) Outstanding Obligations in addition to the Series 2018 Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2018 Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2018 Bonds, for a description of the nature and extent of the security for the Series 2018 Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2018 Bonds with respect thereto, the terms and conditions upon which the Series 2018 Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2018 Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2018 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2018 Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Series 2018 Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested)

to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Series 2018 Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2018 Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

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

This Series 2018 Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.



IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Series 2018 Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of \_\_\_\_\_, 2018.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Chair of the Board

ATTEST:

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Secretary of the Board

[FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2018 BONDS]

**CERTIFICATE OF AUTHENTICATION**

Date of authentication and registration: \_\_\_\_\_

This is one of the Series 2018 Bonds described in the within-mentioned Resolution, and this Series 2018 Bond has been duly registered on the registration records kept by the undersigned as 2018 Registrar for such Series 2018 Bonds.

WELLS FARGO BANK, NATIONAL  
ASSOCIATION, as Registrar

By \_\_\_\_\_ (Manual Signature)  
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2018 BONDS]

[FORM OF ASSIGNMENT OF SERIES 2018 BONDS]

**ASSIGNMENT**

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_ the within Series 2018 Bond and hereby irrevocably constitutes and appoints \_\_\_\_\_ attorney, to transfer the same on the records kept for registration of the within Series 2018 Bond, with full power of substitution in the premises.

Dated: \_\_\_\_\_

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Series 2018 Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

\_\_\_\_\_

Name and address of transferee:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social Security or other  
tax identification number of transferee:

\_\_\_\_\_

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF SERIES 2018 BONDS]

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

**FIFTEENTH SUPPLEMENTAL RESOLUTION**

Authorizing the issuance of one or more series of:

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

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## FIFTEENTH SUPPLEMENTAL RESOLUTION

### WITNESSETH:

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

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

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series \_\_\_\_\_” (referred to herein as the “Refunding Bonds”) for the purposes of (a) defraying the cost of financing the Refunding Project, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Fifteenth Supplemental Resolution;

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

### ARTICLE I

#### DEFINITIONS

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

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

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

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

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

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

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

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

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

“*Escrow Agreement*” means that certain Escrow Deposit Agreement, dated as of the dated date of the Refunding Bonds, by and between the Escrow Agent and the Board; provided, however, that the Escrow Agreement may refer to multiple Escrow Agreements in the event the Refunding Bonds are issued in more than one series.

“*Expense Account*” means the account created in Section 5.02(b) hereof for each series of the Refunded Bonds.

“*Fifteenth Supplemental Resolution*” means this Fifteenth Supplemental Resolution adopted by the Board on August 9, 2018.

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

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

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

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

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

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

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



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

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

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

“*Refunded Commercial Paper Notes*” means those Board of Governors of the Colorado State University System, Commercial Paper Notes, Series A and the Board of Governors of the Colorado State University System, Commercial Paper Notes, Taxable Series B issued pursuant to the Twelfth Supplemental Resolution, to be refunded, paid and discharged with a portion of the proceeds of one or more series of the Refunded Bonds, as designated in the applicable Pricing Certificate and, if applicable, the Escrow Agreement.

“*Refunding Project*” means the refunding, payment and discharge of the Refunded Commercial Paper Notes.

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

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

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

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

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

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

“*State*” means the State of Colorado.

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

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

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

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

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

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

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

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

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

System shall be for the sole and exclusive benefit of the System, the Board, the Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Refunding Bonds.

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

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

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

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

**Section 1.09. Effective Date.** This Fifteenth Supplemental Resolution shall become effective immediately upon its passage. Pursuant to the Supplemental Public Securities Act, the Board by subsequent action may renew this Fifteenth Supplemental Resolution on an annual basis by amending and/or extending the effective date.

## ARTICLE II

### AUTHORIZATION OF REFUNDING PROJECT AND CERTAIN RELATED DOCUMENTS

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

**Section 2.02. Necessity of the Refunding Project and Refunding Bonds.** It is necessary and for the best interests of the Board and the System that the Board undertake the Refunding Project as herein authorized and obtain funds therefor by issuing the Refunding Bonds; and the Board hereby so determines and declares.

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

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

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

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

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

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

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

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

### ARTICLE III

#### AUTHORIZATION AND TERMS OF REFUNDING BONDS

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

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

#### **Section 3.03. Terms of Refunding Bonds, Generally.**

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

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

(i) *Parameters.* Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$50,000,000 for the Refunding Project. Any Refunding Bonds, issued in one or more series or subseries, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the forgoing, Credit Enhanced Bonds may have a maximum interest rate not in excess of 12% per annum. Any Refunding Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2058 with respect to bonds issued for the Refunding Project. In addition, the Board shall only issue the Refunding Bonds to finance the Refunding Project if such Refunding Project results in present value savings with respect to the debt service requirements on the Refunded Bonds sufficient to comply with the Board's debt management policy as determined by the Board Representative.

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

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

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

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

#### **Section 3.04. Payment of Bond Requirements.**

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

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

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

(d) ***State Intercept Program.*** The Board may elect to utilize the State Intercept Program for all or a portion of the Refunding Project. The final determination of which Refunding Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file

with the State Treasurer a copy of this Fifteenth Supplemental Resolution, the Pricing Certificate and the Official Statement. The Board shall also make such filings as are required by the State Intercept Act.

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

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

## ARTICLE IV

### REDEMPTION OF REFUNDING BONDS

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

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

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

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

In addition, the Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Refunding Bonds and



notice thereof. The Board and the Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Refunding Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Refunding Bonds) of any notice with respect to the Refunding Bonds, including any notice of redemption.

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

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

## ARTICLE V

### ISSUANCE OF REFUNDING BONDS AND USE OF REFUNDING BOND PROCEEDS

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

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

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

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

**Section 5.03. Purchaser Not Responsible.** The Underwriters, any associate thereof, and any subsequent owner of any Refunding Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of

the Board or System of the moneys derived from the sale of the Refunding Bonds or of any other moneys herein designated.

## ARTICLE VI

### ESTABLISHMENT OF CERTAIN ACCOUNTS

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

## ARTICLE VII

### FEDERAL TAX LAW MATTERS

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

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

**Section 7.03. Affirmative Actions.** The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the

Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Refunding Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

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

## ARTICLE VIII

### MISCELLANEOUS

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

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

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

ADOPTED AND APPROVED as of August 9, 2018.

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_  
Chair of the Board

ATTEST:

By \_\_\_\_\_  
Secretary

[Signature Page to Fifteenth Supplemental Resolution]

## EXHIBIT A

## FORM OF REFUNDING BONDS [TO BE MODIFIED FOR EACH SERIES]

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

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

UNITED STATES OF AMERICA  
STATE OF COLORADO

BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
SYSTEM ENTERPRISE REVENUE REFUNDING BONDS  
SERIES \_\_\_\_\_

No. R- \_\_\_\_\_ \$ \_\_\_\_\_

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

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: \_\_\_\_\_ DOLLARS

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

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

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

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

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

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

The Registrar will not be required to transfer or exchange (a) any Refunding Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the Registrar of a notice of prior redemption of Refunding Bonds and

ending at the close of business on the day of such mailing, or (b) any Refunding Bond after the mailing of notice calling such Refunding Bond or any portion thereof for prior redemption.

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

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

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

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

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

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

This Refunding Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net revenues (including Student Fees) (the "Net Revenues") to be derived from the operation of

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

Payment of the Refunding Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the "System Enterprise Debt Service Fund" (the "Debt Service Fund"), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Refunding Bonds. The Refunding Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board's Outstanding Parity Obligations (as defined in the Resolution). Outstanding Obligations in addition to the Refunding Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Refunding Bonds, as provided in the Resolution.

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

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

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

When all principal of, premium, if any, and interest on the Refunding Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as



such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

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

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

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

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

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Chair of the Board

ATTEST:

By \_\_\_\_\_ (Manual or Facsimile Signature)  
Secretary of the Board

[FORM OF CERTIFICATE OF AUTHENTICATION FOR REFUNDING BONDS]

**CERTIFICATE OF AUTHENTICATION**

Date of authentication and registration: \_\_\_\_\_

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

WELLS FARGO BANK, NATIONAL  
ASSOCIATION, as Registrar

By \_\_\_\_\_ (Manual Signature)  
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR REFUNDING BONDS]

[FORM OF ASSIGNMENT OF REFUNDING BONDS]

**ASSIGNMENT**

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

Dated: \_\_\_\_\_

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

Signature Guaranteed:

\_\_\_\_\_

Name and address of transferee:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social Security or other  
tax identification number of transferee:

\_\_\_\_\_

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF REFUNDING BONDS]

# Section 5

## *CSU-Global Campus Reports*

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report

Board of Governors to the  
Colorado State University System  
August 7&8, 2018  
Student's Report

### **CSU-Global continues to evolve to provide non-traditional students the opportunity for success**

As my first report as CSU-Global Student Representative, I would like to start with a little background about my educational journey first. Like the typical non-traditional college student, I started college right after high school, but 18 months into my college routine, life took me in a different direction. Moving around the country as a military wife, put my education on the back burner.

In 2011, I knew I needed to go back to school. I wanted to complete what I started in 1982 before my oldest daughter graduated from high school. It was important to show my daughters the value of a college degree, along with improving my leadership knowledge to have a greater opportunity for a promotion. Planning of college costs for my daughters would require me to increase my financial position.

I attended my company's benefits fair where I met with CSU-Global representatives, and learned the costs and flexible time commitment would work with my life's schedule. CSU-Global even took all my previously earned credit.

The barriers to higher education, such as costs and time, were eliminated with CSU-Global. The program gives me the ability to study on my schedule and at any location, when I am traveling for business or personal. The courses at CSU-Global have helped me to improve both my leadership and critical thinking skills, through individual assessments, discussions with classmates, and weekly course assignments. This consistent process with every course was building the credits I needed for my degree completion along with helping me in my day-to-day professional life. The best part of my success was hearing how proud my daughters were when I graduated with my bachelor's degree in Organizational Leadership in May 2016. The ability to show my daughters, anything is possible if you create a plan and continue the process, is my greatest reward from CSU-Global. The feeling of accomplishment was so overwhelming, not only by being the first one in my family to graduate with a bachelor's degree, but to receive a promotion to a director position within my company the same year.

Today I am pushing myself higher, pursuing the master's program at CSU-Global in Organizational Leadership, with a specialization in Strategic Innovation and Change Management. I choose to return to CSU-Global because I knew what I would learn would be relevant in my career and that I was getting the best value for my education that worked with my schedule.

But even more than that, I have been continually surprised with the way the university continues to strive to improve the student experience. Here are some of the recent shifts I have experienced in my courses that demonstrate how the university has continued to understand the needs of its students:

- Many of my courses now utilize digital textbooks. This has helped me tremendously as it saves costs on purchasing printed copies as well as provides me with immediate access to the reading materials.

- My instructors are using current examples of what is happening in their profession or in the industry as a whole in our discussions and lectures.
- New courses utilize more multimedia and interactive tools

CSU-Global has continued to enrich my life with knowledge and new connections. In preparation of this report, I learned more about the improvements CSU-Global is making to further help eliminate the barriers for non-traditional students with even more career relevant tools and industry alignment. I look forward to experience these new enhancements in my courses in the coming months. I truly appreciate the continued focus on improving the quality of my educational program.

*Dorothy Axelson*

Dorothy Axelson  
Student Representative  
Colorado State University-Global Campus

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Barry Smith, Ph.D., Faculty Representative from CSU-Global  
Report to the Board of Governors that provides an overview of the CSU-Global's Faculty and focus on innovation.

**CSU-Global 2.0 progress**

- The faculty development strategy has been redesigned with Global 2.0 to incorporate the best practices and tools for the online learning environment.
  - While faculty will continue to be required to participate in a minimum of one faculty development opportunity per year they will have different options to choose from.
    - A one-week Faculty Certification Course (FCC) with a discussion only format.
    - A one-hour Faculty Certification Seminar (FCS) that is facilitated by a faculty member.
    - A CSU-Global Learning Paths Webinar presented by one of our learning partners.
  - Numerous opportunities will be available each month to engage and interact.
- Implementation of a new Learning Management System (LMS) will occur this year when we move from Schoology to Canvas. Faculty are already starting to engage in training and coaching for the switch.
- Revisions for the 2018/19 academic year are under way. The Program Chairs have been working collaboratively over the past year with their faculty to create program specific visions, test innovations, experiment and come up with impressive curriculum plans for their programs.
  - General Education – mapping soft skills employers are looking for in employees with higher education outcomes.
    - Mapping every assignment and discussion board in the course.
    - Final list of skills in four distinct categories.
      - Added to the syllabus as an appendix.
      - Noted within the course.
      - On out-facing pages at CSU-Global.



Board of Governors of the  
Colorado State University System  
August 9-10, 2018  
President's Report Item



**CSU System Goals: Expand Statewide Presence**

**CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement**

- In alignment with its mission of workplace success through higher education for its nontraditional students, the university has finalized a number of recent industry academic partnerships in order to provide clear pathways for continued education and industry relevance for lifelong student and career success:
  - The university has partnered with two technology training providers — LeaderQuest and Bottega — to articulate credit into CSU-Global undergraduate certificate and bachelor's degree programs. These partnerships allow students to utilize technical training experience in coding, web development, IT infrastructure, cybersecurity, and more toward long-term career success through continued education.
  - CSU-Global was approved to offer a joint certificate in Data Analytics with leading software provider SAS. Students who complete the four approved graduate courses are eligible to receive this certificate to demonstrate workplace proficiency prior to completing their master's degree.
  - CSU-Global has integrated FEMA Independent Study (IS) courses into its Emergency Management and Homeland Security curriculum. This alignment provides training on the federal laws and policies that direct emergency management and homeland security practices in the United States and allows students to receive a FEMA certificate upon successful completion of the course and exam.
  - The university has also partnered with the Coalition Against Insurance Fraud (CAIF), the association of Certified Fraud Examiners. CSU-Global Criminal Justice students benefit from educational and career resources as well as access to fraud and conviction data available through the organization for use in course assignments. CAIF members are also eligible for a tuition discount through this partnership.
- The university signed 17 new direct corporate affiliates in Q4 of FY18 to provide employees educational opportunities. These organizations include Advanced Micro Devices (AMD), Airgas USA, and Nationwide Insurance.

**CSU System Strategic Goals: Student Success and Satisfaction****CSU-Global Transformation Plan Goal: Utilize Evidence-based Practices**

- CSU-Global has launched a new tool for prospective students that it co-developed with Burning Glass Technologies entitled, Career Insight. The tool allows users to search career data on industries of interest and how they align with CSU-Global programmatic offerings. The tool is available from CSU-Global's website at [CSUGlobal.edu/career-insights](https://CSUGlobal.edu/career-insights).
- CSU-Global exceeded its graduation goal for FY18 with 3,287 students completing their bachelor's degree, master's degree, or certificate program.

**CSU System Goals: Transform Colorado's Future****CSU-Global Transformation Plan Goal: Sharing for Global Good**

- CSU-Global has launched a new interactive web platforms to better demonstrate its fulfillment of its mission toward student success. The Virtual Campus Tour ([CSUGlobal.edu/campus-tour/](https://CSUGlobal.edu/campus-tour/)) is designed to provide prospective students with information about the CSU-Global experience and expectations for online education prior to enrolling.
- CSU-Global is a sponsor of the Sister Cities International Conference in Aurora, Colorado from Aug 2-4<sup>th</sup>, 2018. This sponsorship, attended by governmental, industry, and nonprofit organizations around the world, showcases CSU-Global's mission of encouraging educational partnership and collaboration in support of student success and workforce development.
- CSU-Global held its annual commencement on June 9<sup>th</sup>, 2018 for over 1,250 CSU-Global graduates. The in-person event at the 1stBank Center in Colorado hosted 8,000 attendees while another 1,000 plus viewers joined via live stream or through the university's first ever virtual ceremony.

# Section 6

## *CSU-Global 2.0 Demo and Panel*

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# CSU-Global 2.0 Academic Update

COLORADO STATE  
UNIVERSITY-GLOBAL  
CAMPUS



# CSU-Global 2.0 Preview

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## What is CSU-Global 2.0?

*To provide an unprecedented online learning environment that exceeds the student engagement and customized learning outcomes of current online, face-to-face, and blended learning.*



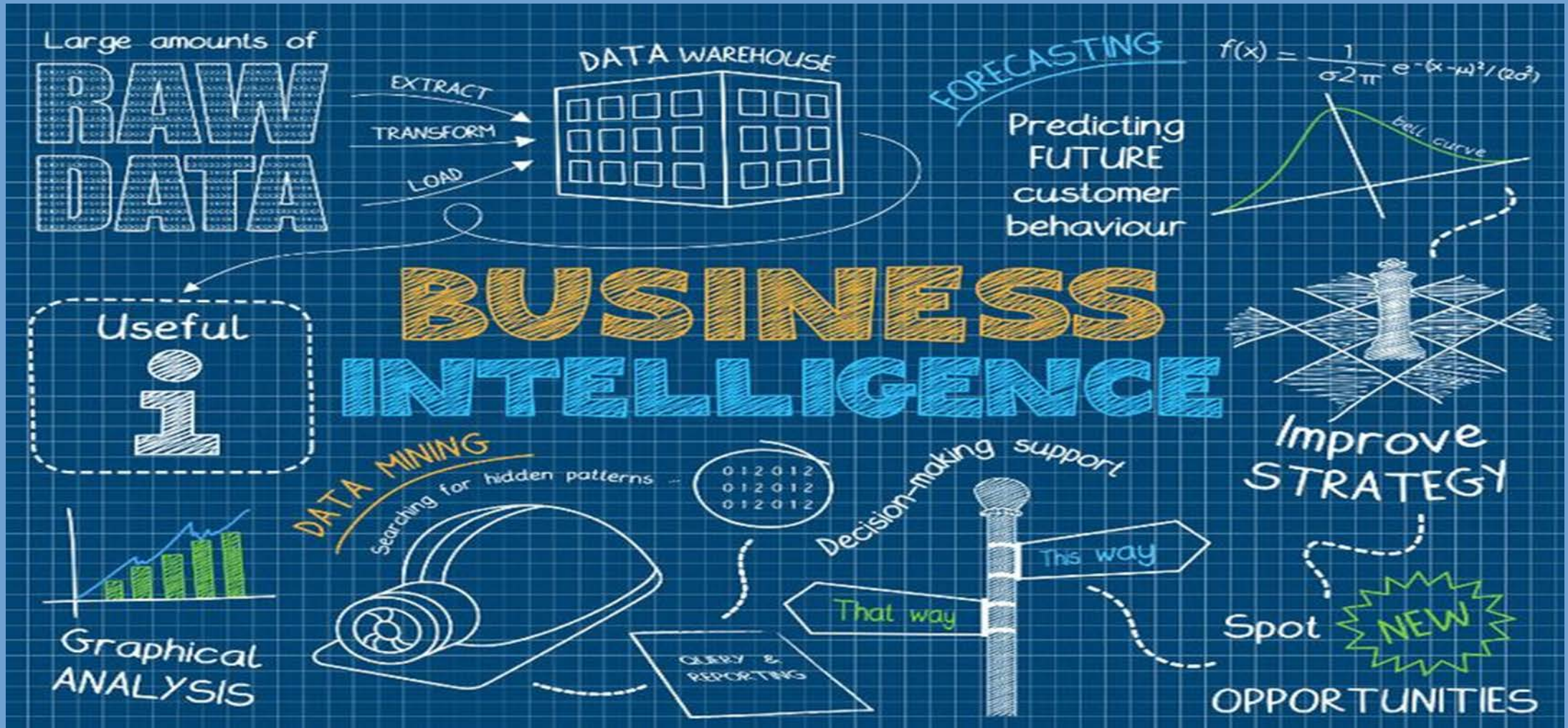


# Accounting with Business Intelligence

*Dr. Tanae Acolatse*



# Bachelor of Science in Accounting with a Business Intelligence Focus





## Emerging Trends in the Accounting Industry

- **Role of AI in Accounting in 2030:** No more bookkeepers and accounting clerks, transactions like accounts payable, general ledger, and financial reporting will be automated [http://cpapng.org.pg/data/documents/CPA-Presentation-Artificial-Intelligence-and-the-Accounting-Profession-in-2030\\_1.pdf](http://cpapng.org.pg/data/documents/CPA-Presentation-Artificial-Intelligence-and-the-Accounting-Profession-in-2030_1.pdf)
- According to the Guardian, by 2021, it is predicted that “**6% of all jobs in the United States will be eliminated by robots**”.  
<https://www.theguardian.com/technology/2016/sep/13/artificial-intelligence-robots-threat-jobs-forrester-report>
- **Investments by the Big Four accounting firms in technology** have lessened time spent on routine accounting tasks. Artificial Intelligence (AI) is solving problems that could not be solved by humans.  
<https://www.journalofaccountancy.com/newsletters/2017/oct/artificial-intelligence-changing-accounting.html>





# Preparing for the Accounting Jobs of the Future – Module Zero: Focus on Student Success

Excel is one of the skills that every accountant should know. Microsoft Excel is integrated into all courses in our program. “**Module Zero**”, the first module in every course, is our way of providing tutorials in Excel to assist students with completing assignments while preparing them for workplace success.

Course Options

Materials

Updates

Gradebook

Grade Setup

Mastery

Badges

Attendance

Members

Analytics

Excel level 1 videos:

- Excel 2013 Essential Training
- Excel 2013 Tips and Tricks

Excel level 2 videos:

- Excel 2013 Tips and Tricks
- Working with Charts and Graphs
- Working with Dates and Times
- Shortcuts
- Pivot Tables

Excel level 3 videos:

- Macros
- Charts in Depth
- Cleaning up Your Excel 2013 Data
- Setting Up a Database in Excel 2013
- Managing Multiple Worksheets and Workbooks
- Data Validation
- Managing and Analyzing Data

Business > Business Intelligence

Excel 2013: Managing and Analyzing Data

Layout + Add to Playlist Share

Contents Notebook

Search This Course

Introduction

Welcome 50s

What do you already know?

- Using the exercise files 27s

1. Sorting Data

- Sorting concepts and Sort dialog options 7m 52s
- Sorting from menu icons 4m 35s
- Multiple-key sorting 3m 52s
- Sorting based on the order of data

Watch Now

Overview Transcript View Offline Exercise Files

Author Released 4/5/2014



# Preparing for the Accounting Jobs of the Future – Simulating Real World Situations

Investor interested in bakery is requesting a cost analysis to understand the existing business.

Student enters data using a tool that simulates an Excel Spreadsheet to generate a report.

Student analyzes several scenarios and is required to interpret the results.

The screenshot displays a simulated Excel spreadsheet with the following structure:

Contribution Margin Data		Report	
Contribution Margin Data			
Units Sold	Unit Revenue	Contribution Margin	Contribution Margin Data
			Contribution margin data
Break Even Point in Units with new location			
Unit Revenue	Unit Expenses	Break Even Point in Units	
			Break even point in units



# Information Sciences and Data Analytics

*Dr. Lisa Bryan*



## Tool Use

- Industry requires application
- Industry looking for “experiences”
- Exposure to many different tools
- Experience gives advantage in the job market

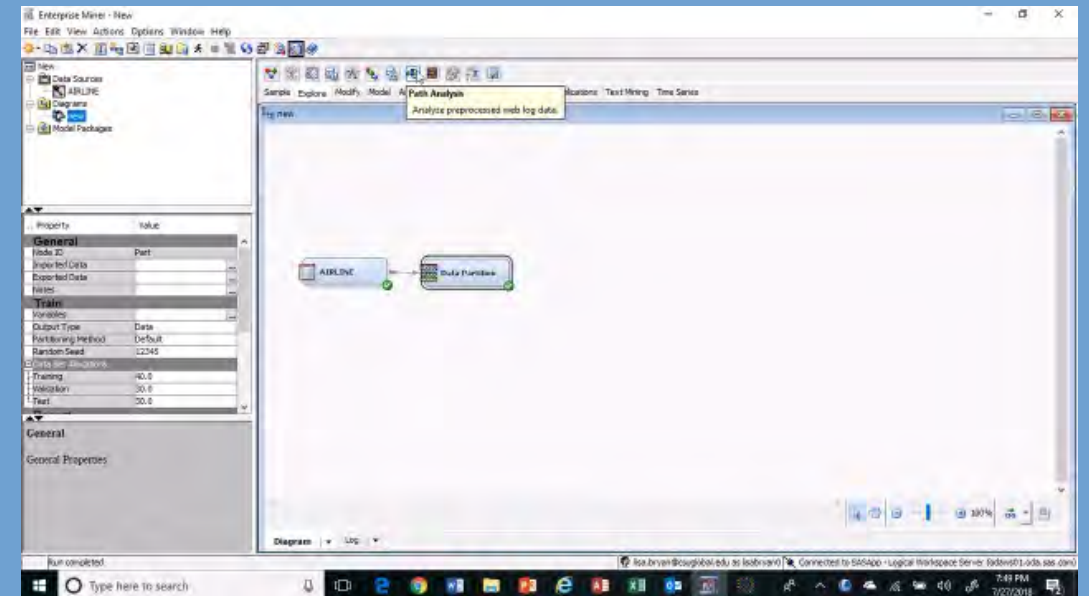
```

state_code = rec['state_code']
rec['state_name'] = STATE_CODE_MAP[state_code]

input_data = [
    {'employee_name': 'Susan', 'salary': 10000.0, 'state_code': 'WA'},
    {'employee_name': 'Ellen', 'salary': 7000.0, 'state_code': 'TX'},
]

for rec in input_data:
    update_employee_record(rec)
    name = rec['employee_name']
    salary = rec['salary']
    state = rec['state_name']
    print(name + ' now lives in ' + state)
    print('and make $' + str(salary))
  
```

Susan now lives in Washington  
 and makes \$10000.0  
 Ellen now lives in Texas  
 and makes \$7000.0  
 Process finished with exit code 0



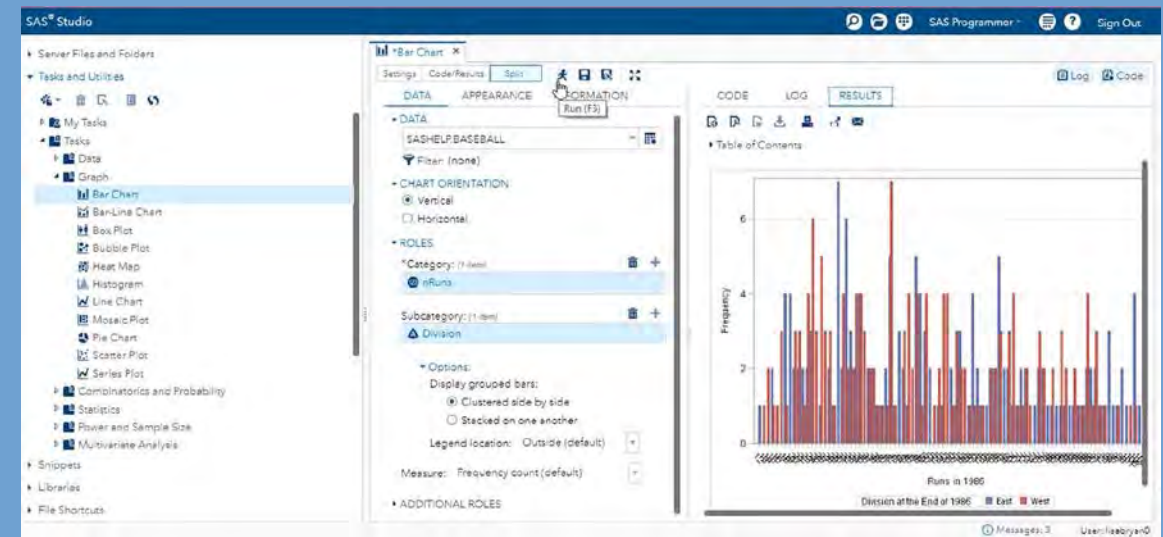
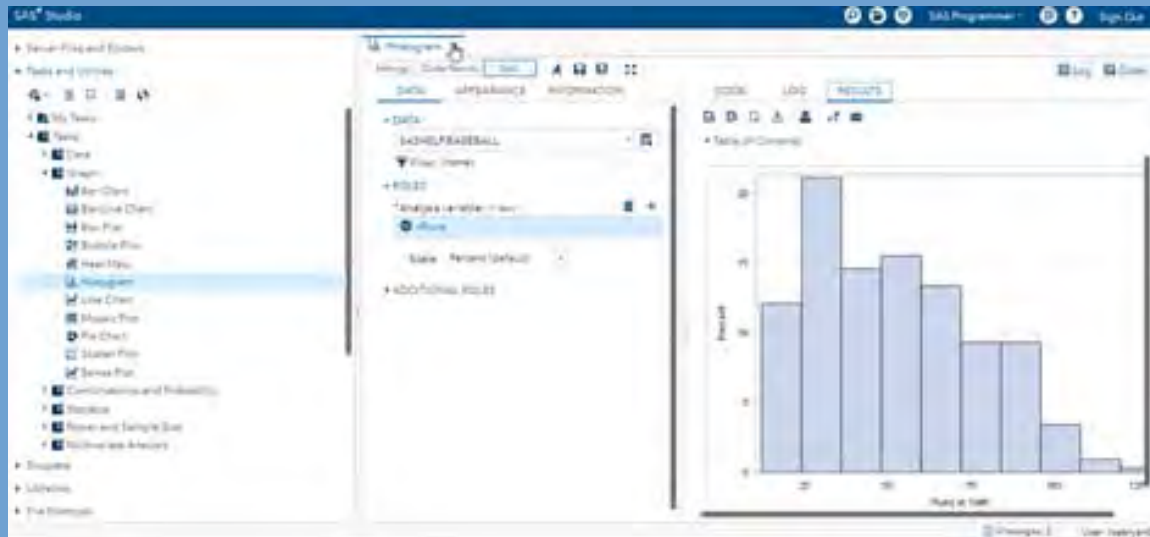


# Analytics in Industry

- Analytics is in every industry
  - Big Data Adoption at 57% in 2017
- Advisory board for programs from various industries
- Program updated to remain current (every 2 years)



[This Photo](#) by Unknown Author is licensed under [CC BY](#)





# Certificates and Proof of Knowledge

- Collaborating with analytic tool vendors
- Certificates awarded for application/demonstration of knowledge
- Recognition gives students advantage in the job market
- Provide marketing for the programs







# IT and Computer Science

*Dr. Charles Lively*





# Current State of IT and Computer Science

- Demand in various industry areas will fuel Job Market Growth
  - Artificial Intelligence
  - Blockchain Applications
  - Web Development



IT Position	Project Job Growth
Software Developer	24%
Computer and Information Researcher	19%
Information Security Analyst	28%
Web Developer	13%
Computer Systems Manager	12%
Database Administrator	11%
Computer Support Specialist	10%



# CSU-Global 2.0 Initiatives in IT

- Incorporating Interaction and Innovation in BSIT and MITM
  - Integration of Interactive resources
  - Web Development Specialization
  - Utilization of industry specific platforms
  - Educational Partnerships

A screenshot of a zyBooks page titled "7.1 OutputStream and System.out". The page is part of a course "CSC 320" and is titled "7.1: OutputStream and System.out". The page content includes a navigation sidebar on the left with options like Home, Assignments, Modules (selected), Discussions, Grades, People, Pages, Chat, Library Course Guide, RedShelf Course Materials, and Zoom. The main content area has a breadcrumb trail: "zyBooks My library > CSC 320 home > 7.1: OutputStream and System.out". Below the breadcrumb is a link to "6.14 Java example: Domain name validation with methods". The main heading is "7.1 OutputStream and System.out". The text explains that programs need a way to output data to a screen, file, or elsewhere, and that an **OutputStream** is a class that supports output. It mentions that **System.out** is a predefined output stream object reference associated with a system's standard output, usually a computer screen. Below the text is a "PARTICIPATION ACTIVITY" section titled "7.1.1. PrintStream supports output." with a "Start" button. The activity includes a diagram showing a box labeled "Age 9" connected to a box labeled "PrintStream" (with "System.out" above it and "Buffer" below it). A line with "3200" connects the "Age 9" box to the "PrintStream" box. To the right of the diagram is a code block: 

```
System.out.print("Age");
System.out.print(ageYears);
```



# ITS320 Basic Programming (BSIT Core Class)

## 1.4 Programming in Python

The Python interactive interpreter is useful for simple operations or programs consisting of only a few lines. However, entering code line-by-line into the interpreter quickly becomes unwieldy for any program spanning more than a few lines. Instead, a programmer can write Python code in a file, and then provide that file to the interpreter. The interpreter begins by executing the first line of code at the top of the file, and continues until the end is reached.

1.4.1: Executing a simple Python program.

Start  2x speed

```
file.py
wage = 20
hours = 40
weeks = 50
salary = wage * hours * weeks
print('Salary is:', salary)

hours = 35
salary = wage * hours * weeks
print('New salary is:', salary)
```

Name	Value
wage	20
hours	40
weeks	50
salary	35000

Salary is: 40000  
New salary is: 35000

Feedback?

## 6.1 User-defined function basics

A **function** is a named series of statements. Invoking a function's name, known as a **function call**, causes the function's statements to execute. Python comes with a number of built-in functions, such as input(), int(), type(), etc. A programmer can also create a new function using the **def** keyword. The following illustrates.

6.1.1: Function example: Printing a face.

Start  2x speed

```
def print_face():
    face_char = '*'
    print(' ', face_char, ' ', face_char) # Draw eyes
    print(' ', face_char) # Draw nose
    print(' ', face_char) # Draw mouth
    return

print_face()
```

```

  o o
  o
  ooooo

```



## 8.5 List nesting

Since a list can contain any type of object as an element, and a list is itself an object, a list can contain another list as an element. Such embedding of a list inside another list is known as **list nesting**. For example, the code `my_list = [[5, 13], [50, 75, 100]]` creates a list with two elements that are each another list.

Figure 8.5.1: Multi-dimensional lists.

```
my_list = [[10, 20], [30, 40]]
print('First nested list:', my_list[0])
print('Second nested list:', my_list[1])
print('Element 0 of first nested list:', my_list[0][0])
```

```

First nested list: [10, 20]
Second nested list: [30, 40]
Element 0 of first nested list: 10

```

Feedback?

The program accesses elements of a nested list using syntax such as `my_list[0][0]`.

8.5.1: List nesting.

Start  2x speed

```
my_list = [[10, 20], [30, 40], [50, 75, 100]]
```

```

my_list[0]
[10, 20]

my_list[1]
[30, 40]

my_list[2]
[50, 75, 100]

```

# CSC475 Platform Based Development (BSCS Core Class)

Module 2: Interactive Lecture

Platform Based Development  
Android App Development Basics

Table of Contents Tools

CSC475

## 1. Understanding Activities in Android Development

### Introduction to Activities

In Android Studio, you will be working with points of interests that are called activities. Activities provide the main mechanism by which users are able to interact with in an application. An application can consist of various activities that are bound together to create the functionality that is required for an app. When an app launches, the main screen is presented as an activity that provides for the mechanisms by which a user can interact with other components or activities within the application.

**Android Application Development - 12 - Setting up an Activity and Using setContentView**

**Summary:** This video demonstrates how to set up an Android activity using Java.

[Download Transcript](#)

### Canvas and Drawable Elements

Animations can be declared and utilized in an appropriate activity in an Android application. Chapter 6 in your textbook explains the development of the Cannon Game app that introduces appropriate animations into your arsenal of Android development tools.

Canvas elements can be declared in an Android application in order to create a custom drawing to meet the needs of an application. Canvas elements are provided in the android.graphics framework. Watch the following video for an overview of working with Canvas element in the Android framework.

**Android Application Development Tutorial - 64 - Drawing Bitmaps to Canvas View**

**Summary:** This video explains how to use the View class and onDraw method in the Canvas view.

[Download Transcript](#)



`Animation myAnimation = AnimationUtils.loadAnimation(getApplicationContext(), R.anim.myanimation);`

Figure 1. Declaring an Animation Object

**Android App Development for Beginners - 34 - Animations and Transitions**

**Summary:** This video demonstrates how to move things across the screen and how to use scene transitions.

[Download Transcript](#)

### Animation Methods

There are also a number of animation methods that are provided in the Animation class. The methods used most frequently for defining an animations process will be the `start()` and `end()` methods. As the names denote, these two methods are utilized in order to start/end the animation process within an activity. Table 1 provides an overview of some of the various methods that can be utilized in the Animation class.

Table 1. Overview of methods in Animation Class



# Criminal Justice

*Dr. Michael Skiba*



# **Criminal Justice**

**Personalized Learning-Video Integration**

**Interactive Learning Through Digitalization**

**Industry Relevance**

**Increased Sense of Community**



# Criminal Justice

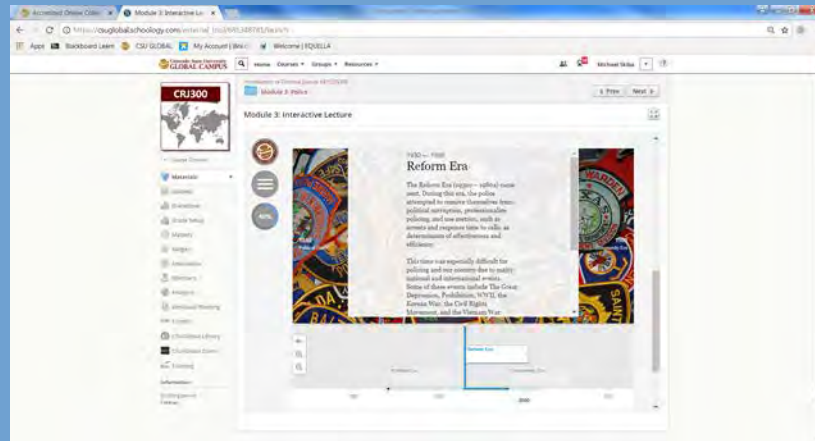
## Personalized Video Integration





# Criminal Justice

## Exciting Interactive Learning through Digitalization







# Criminal Justice

## Industry Relevance: Exclusive industry partnerships

Challenges and Risks Facing Insurers Fraud Investigations  
Michael Sales, PhD

**CSU-Global GRADUATE SPECIALIZATION FRAUD MANAGEMENT**

**METHODOLOGY**  
Qualitative methodology  
18 in-depth interviews  
600 pages of text  
7 months research using  
thematic and ABCS  
1 hour video

**INSTRUMENT**  
Interview Guide  
Interview Schedule  
Interview Questions  
Interview Protocol

**FINDINGS**

**CONCLUSIONS**

Module 1: Interactive Lecture

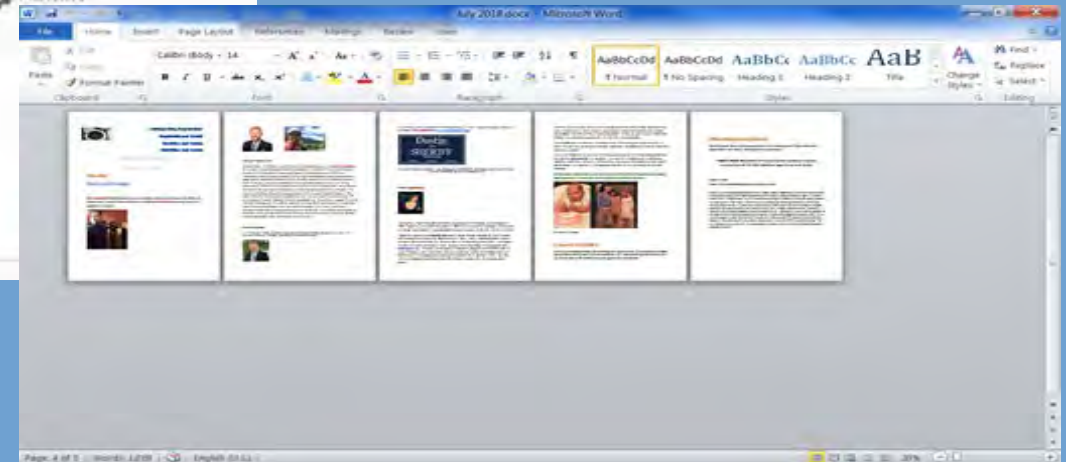
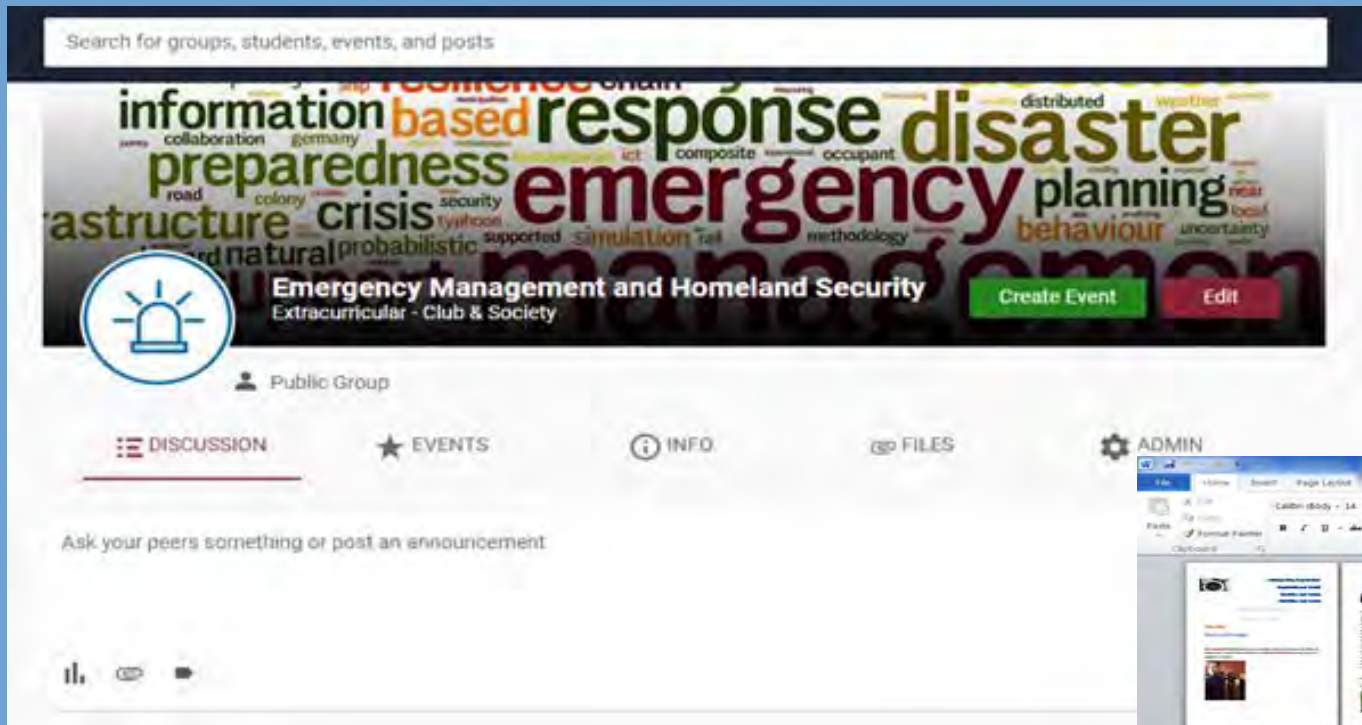
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# Criminal Justice

## Increased Sense of Community and Engagement





# Summary and Questions



## The 2.0 Student Experience

- Create the right environment
  - Engagement & Personalization
  - Interdisciplinary & Industry ready
  - Seamless integration of tech and human touch
- Provide adequate support
  - Advising and tutoring
  - Faculty outreach and engagement
  - Targeted retention initiatives
  - Career and Alumni services



[CSUGlobal.edu](http://CSUGlobal.edu)

# Section 7

## *Evaluation Committee*

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# Section 8

## *Chancellor's Report*



# COLORADO STATE UNIVERSITY SYSTEM

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

## COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

August 10, 2018

### CSU-System Wide

- Continuing efforts of the System-wide Industry Partnerships Council to explore strategic partnerships through procurement, with a current focus on cellular services, Amazon, and solar.
- Continuing efforts toward strategic implementation of an integrated Student Information System (SIS) after reviewing the recommendations of the Strategic Directions Ad Hoc Committee.
- Planning and development of the new CSU System magazine continues, with the first issue scheduled for release in winter 2018.
- Continued meetings around collaboration between Fort Collins and Pueblo related to IT
- Continue to make progress on system-wide academic integration opportunities in relation to admissions and transfers.

### Campus Updates

- Chancellor Frank represented the System at Commencements for all three campuses in May and June.
- Chancellor Frank met with President Takeda-Tinker May 23, working on CSU-Global Campus strategies.
- Chancellor Frank met with President Mottet at CSU-Pueblo August 1, reviewing strategies to keep propelling CSU-Pueblo forward.

### CSU System Government Affairs – Federal

- Chancellor Frank and Governor Robbe Rhodes represented the System at the Annual Capital Conference in Washington D.C.. The conference is led jointly by Colorado Senators Cory Gardner and Michael Bennet, and CSU co-sponsored the conference this year along with Colorado Mesa University and the University of Colorado.

### CSU System Government Affairs – State

- Meetings with key members of the legislature and local delegations continue.
- Executive Vice Chancellor Parsons represented the System at a National Western Center Legislative tour June 29, 2018.

### Statewide Partnerships:

- Chancellor Frank was a featured guest at a meeting of the private Green and Gold Foundation in Denver May 9.
- Chancellor Frank attended the Western Stock Show Association Annual meetings for the members, directors, and trustees May 17.



- Executive Vice Chancellor Parsons represented the System on the Executive MBA India trip May 18.
- Chancellor Frank represented the System at the annual Mizel dinner honoring former Board of Governors member John Ikard May 23.
- Chancellor Frank and Executive Vice Chancellor Parsons participated in the interview process for the new CEO of the National Western Authority Board June 7, 25, and July 11.
- Chancellor Frank participated in a meeting of the Colorado Collaboratory Authority Board June 14. This board is appointed by the Governor to oversee the Colorado Energy Research Collaboratory, a consortium of research institutions focused on energy research and innovation.
- Chancellor Frank and Executive Vice Chancellor participated in the Canvas Stadium Dedication at CSU June 15.
- Chancellor Frank and Executive Vice Chancellor Parsons attended Rams at the Rockies June 24.
- Executive Vice Chancellor Parsons was a member of the Water Building at the National Western Center selection committee June 25.
- Chancellor Frank and Executive Vice Chancellor Parsons attended the National Western Authority Board meeting June 28 and July 26.
- Executive Vice Chancellor Parsons was a member of the Hughes Redevelopment selection committee June 29.
- Executive Vice Chancellor Parsons hosted a group of women leaders at the inaugural Boys and Girls Club of Metro Denver LILY (Ladies In Leadership for Youth) luncheon July 12.

#### National Partnerships

- Executive Vice Chancellor Parsons was invited to meet with the *Together We Grow – Advancing American Agriculture* board in Washington D.C. July 19, together with James Pritchett from the CSU College of Agricultural Sciences.

# Section 9

## *Strategic Mapping*

# Strategic Mapping Update

August 10, 2018



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# 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"> <li>Major Projects               <ul style="list-style-type: none"> <li>National Western Center</li> <li>Todos Santos</li> <li>Allied Health Professions</li> <li>University Partnerships</li> </ul> </li> <li>Workforce</li> </ul>	<ul style="list-style-type: none"> <li>Academic</li> <li>Operational</li> </ul>	<ul style="list-style-type: none"> <li>Government Relations</li> <li>Partnerships/Engagement</li> </ul>
Outcomes	Student Success, Fiscal Strength, Community Impact		
System	Institutional Strategic Plans 		



# CSU System Partnerships in Denver

Creating meaningful connections with civic and cultural organizations in the Metro Denver Area



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# STRATEGIC PARTNERSHIP MODEL

Intentional outreach to organizations with mission alignment

- More than 30 partnerships in Metro Denver Area
- Departure from transactional sponsorships
- Partnerships center around relationship building to develop an understanding of needs and opportunities
- Agreements are multi-faceted, including aspects such as:
  - University investment in the organization
  - Opportunities for University representatives to serve in leadership positions
  - Visibility for the University at key events
  - Scholarship opportunities for students within programs
  - Mentorship and internship experiences for CSU System students
  - Programmatic engagement of existing System outreach efforts and expertise

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# CSU SYSTEM PARTNERSHIPS - DENVER

Boys & Girls Clubs of Metro Denver

Extreme Community Makeover

Bruce Randolph School

Family Leadership Training Institute

Butterfly Pavilion

Focus Points Community Center

Clínica Tepeyac

Garden Place Elementary School

Colorado Ballet

Grow Haus

Colorado Rockies

History Colorado

DEN

Laradon School

Denver Broncos

Swansea Elementary School

Denver Museum of Nature & Science

The Big Green

Denver Public Library

Special Olympics

Denver Zoo

Rocky Mountain PBS

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# URBAN PEAK

Urban Peak serves youth experiencing homelessness in the Denver Metropolitan area and Colorado Springs.



## CSU System Partnership Outline

- Scholarship funds to a CSU System institution or college readiness funds for homeless students
- Annual visit to CSU-Fort Collins or CSU-Pueblo campus
- Personalized connection to Fostering Success Program
- CSU tickets for Urban Nights Event annually
- Opportunity for CSU representative to serve on an Urban Peak board or committee
- CSU-Global discounted tuition for GED or college programs, as needs are identified

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# COLORADO BALLET

Colorado Ballet encompasses a 31-member professional performing ballet company, a studio company for advanced dance students, an Academy, and an education and outreach department.

## CSU System Partnership Outline

- CSU Night at The Nutcracker
- Private CSU Dress Rehearsal of The Nutcracker for 200 guests
- CSU Apparel and Merchandising students to design and create costumes for a Colorado Ballet performance as part of Fall and Spring semester curriculum
- CSU Music, Theater & Dance students to visit and shadow Colorado Ballet and participate in dance class with athletes
- CSU-Global discounted tuition for Colorado Ballet athletes
- Ongoing partnership opportunities for students, as identified



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# DENVER STARTUP WEEK

Denver Startup Week is a celebration of everything entrepreneurial in Denver and the largest free event of its kind in the world. More than 20,000 people attend.

## CSU System Partnership Outline

- CSU recognized as a title sponsor
- Five guaranteed sessions spotlighting CSU's research and expertise
- CSU Journalism student newsroom set up at Basecamp. CSU students will cover the event via articles, video, social media. Colorado Biz Magazine will publish student stories.
- CSU Denver Center hosts sessions, bringing 1,000+ people into the office
- CSU Eco Leaders are working on event sustainability efforts
- System students invited to attend Startup Week



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# THE BIG GREEN

Big Green builds Learning Gardens in local schools to connect students to real food. Food literacy programs are integrated into classroom curriculum to promote youth wellness.

## CSU System Partnership Outline

- System scholarships for students looking to study food systems
- Establishment of CSU Garden at Garden Place Elementary School
- Connection with CSU Extension to assist with train the trainer opportunities
- Amy Parsons serves on the Board of Directors
- Volunteer opportunities for students at System institutions
- Tickets to signature The Big Green events



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# BOYS & GIRLS CLUBS OF METRO DENVER

Boys & Girls Clubs offers programming and support to youth aged 6-18 after school, all day in the summer, and even during the school day.



## CSU System Partnership Outline

- Amy Parsons serves on the BGCMD Board of Directors
- Scholarships available to BGCMD students admitted to CSU; 20 new scholarships available each year for up to five years per student
- Bi-annual visits to campus for high school students
- CSU tickets for BGCMD events
- CSU staff included on selection committees for Youth of the Year
- Student and family tickets to CSU events
- Ongoing opportunities, as identified

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# EVENT CONNECTIONS

The System strategically seeks events in the Denver community which provide an student interaction and allow for the opportunity to showcase System programs.

- Denver Arts Week
- Denver County Fair
- Denver Fashion Week
- Denver Startup Week
- Parade of Lights
- STEAM Festival
- Trade School / Outdoor Industry Manufacturing Summit
- Velorama Bike Race & Community Festival

# STRATEGIC MEMBERSHIPS

The System is working to integrate all institutions into memberships that provide central benefit or have previously held multiple CSU sponsorships.

- Denver Metro Area Chamber of Commerce
- Downtown Denver Partnership
- Hispanic Chamber of Commerce
- South Metro Chamber of Commerce
- VISIT Denver
- World Trade Center

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# GLOBEVILLE, ELYRIA & SWANSEA PARTNERS

Intentional partnerships affirming the System's long-term commitment to the GES neighborhood and the National Western Center project.

- Involvement in nonprofits and organizations currently operating in the GES neighborhood
- Programming reflective of activities envisioned at the future NWC
- Emphasis on working with students and youth in the neighborhood
  - Seeking youth input on the project
  - Working to provide youth a voice
  - Engaging students in conversations around higher education
  - Providing resources to enhance the K-20 experience

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# BRUCE RANDOLPH SCHOOL

A middle school and high school located in Elyria-Swansea, serving more than 800 students from the communities around Globeville, Elyria and Swansea.

## CSU System Partnership Outline

Investment: TBD

- In-classroom connection with AP Civics and AP Human Geography – 2018 school year focus is water
- Pipeline program with a CSU touch-point each school year
- Annual visit for 8<sup>th</sup> grade to CSU-Fort Collins campus
- Personalized connection to Admissions and Access to foster higher education connection
- Little Shop of Physics Community Open House for all feeder elementary schools, Bruce Randolph, and the community
- Youth connection and input mechanisms related to the future National Western Center



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# CLÍNICA TEPEYAC

Clínica Tepeyac provides culturally competent health care and preventative health services for the medically underserved.

## CSU System Partnership Outline

- ASCEND connected to provide professional development services to Clínica staff
- Gardening outreach and programming through CSU Extension
- One Health connections
- CSU staff, student (and mascot!) participation at Clínica events: Tortillas for Tepeyac, Adelante 5K



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# OUTREACH EVENT: DENVER COUNTY FAIR

Colorado State University attended the Denver County Fair to showcase programming that mirrors activities that may occur at the future National Western Center. More than 20,000 people attended.

## CSU System Participants

- Extension courses in urban farming
- CSU Bug Zoo
- CSU Little Shop of Physics
- Office of Vice President for Research
- College of Agricultural Sciences



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# OUTREACH EVENT: EXTREME COMMUNITY MAKEOVER

CSU staff, alumni, and Construction Management students in CM Cares, a social impact student organization, volunteer each year with Extreme Community Makeover projects in GES, as a way to build community.

## Event Overview

- CSU volunteers spend the day engaging with a community member who needs assistance with their home.
- Projects range from exterior painting and weed removal to deck repairs and safety upgrades.
- Each project lasts one day. CSU participates annually.



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# EDUCATION & CAREER ENGAGEMENT

The CSU System is continually adding opportunities to demonstrate the System's long-term commitment to the Globeville, Elyria and Swansea neighborhoods.

## Examples of ongoing engagement

- CSU-Global tuition discount for individuals working on the National Western Center project, including bachelors degree completion, and Bachelors and Masters degrees.
- Student connection to existing scholarship opportunities such as the Colorado Tuition Assistance Grant, offering free tuition to students with family incomes less than \$57,000.



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# Spanish Immersion Class at CSU Todos Santos Center



## Spanish & Culture Immersion Course

MONDAY, OCT. 29 - SATURDAY, NOV. 3, 2018

- **NEW! Spanish & Culture Immersion Program**
- October 29-November 3, 2018
- Stay at the [CSU Todos Santos Center](#), learn about Mexican culture, experience Day of the Dead celebrations, and practice Spanish in a beautiful setting with native speakers. The program includes opportunities to explore Todos Santos. Limited spaces still available.
- For more information and to take the first step toward registration, click [here](#) or email [Olaf.Morales Barrales@colostate.edu](mailto:Olaf.Morales_Barrales@colostate.edu)

# PROGRAM REPORT

PROGRAMS AND ENGAGEMENT AT THE CSU TODOS SANTOS CENTER



TODOS SANTOS CENTER  
COLORADO STATE UNIVERSITY



TODOS SANTOS CENTER  
COLORADO STATE UNIVERSITY

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BCS Community Engagement

# Mission/Vision

The CSU Todos Santos Center bridges cultures and inspires the cultivation of generations of global citizens and thriving communities through collaboration, experience, and exchange of knowledge. CSU answers the calling of the 21st century land-grant university by leveraging high impact practices in education and creating meaningful long-term opportunities and relationships across borders to address global challenges.

The three legal entities of **Colorado State University** (CSU), Colorado State University Research Foundation (CSURF), and **Colorado State University Research Foundation Mexico Civil Association** (CSURF Mexico AC) partner to operate and deliver programs at the CSU Todos Santos Center.

The CSURF Mexico AC is a Mexican nonprofit social assistance organization with an educational focus, which hosts programs and research from CSU and other universities, functions as a hub for community engagement in Todos Santos and **Baja California Sur** (BCS), and features various local workshops and events for BCS residents.

Thank you to our faculty partners and program leaders, whose programs you will read about in the upcoming pages, to all of the students from the United States and Mexico who participate in programs, and to our valued network of BCS community partners.

The CSURF Mexico AC is proud to be recognized by Mexico's Secretary of Government as an exemplary employer.



STATE YOUR PURPOSE

THE CAMPAIGN FOR COLORADO STATE UNIVERSITY

# Semester Programs from Colorado State University

## FISH, WILDLIFE, AND CONSERVATION BIOLOGY SEMESTER PROGRAM

Each spring, undergraduate students in the Fish, Wildlife, and Conservation Biology program live and learn at the CSU Todos Santos Center for an entire semester. Classroom-based lectures focus on the marine and desert ecosystems in and around Todos Santos, BCS, Mexico, as well as the methodology of studying fish and wildlife populations. Hands-on field learning, excursions, and student-led research projects provide high-impact learning opportunities to promote integration of principles in conservation biology and fish and wildlife ecology across the curriculum. Service learning activities focus on working with existing community nonprofits to aid waste management efforts and reduce reliance on plastics.

## LIBERAL ARTS AND COMMUNITY ENGAGEMENT IN MEXICO

In partnership with International Programs and the CSU Todos Santos Center, the College of Liberal Arts offers a semester-long CSU faculty-led program each Fall. Designed to engage CSU students with the local community in and around Todos Santos, students take culture and language courses in advance of their trip, and then learn from local community members, faculty, and students upon arriving in Todos Santos.



ONE YEAR AT CSU TODOS SANTOS CENTER:

2,500+

PEOPLE FROM THE LOCAL COMMUNITY ATTEND WORKSHOPS AND EVENTS



50+

COMMUNITY PARTNERS AND WORKING RELATIONSHIPS

## CSU Fort Collins Programs



### COLLEGE OF VETERINARY MEDICINE AND BIOMEDICAL SCIENCES (CVMBS) STUDENT EXTERNSHIP PROGRAM

The Veterinary Student Externship Program engages fourth-year CSU veterinary students in two-week educational and cultural exchange opportunities in BCS. Throughout the year, teams of CSU students (three students per trip) provide surgical and medical support to local shelters, participate in spay/neuter campaigns, and work with local ranchers to study their herds. The teams participate in more than 20 community spay/neuter clinics each year, providing more than 1,000 free surgeries to the public. CSU also supports and organizes a large, collaborative spay/neuter campaign biannually bringing together veterinarians and veterinary students from Todos Santos, La Paz, and the United States.

### CVMBS OUTREACH PROGRAMS

The Veterinary Student Externship Program hosts workshops each year, focused on information exchange with local community professionals. Workshops have included a University of Alaska-Fairbanks instructor-led One Health Fish Pathology workshop, where attendees learned about ocean contaminants, fish anatomy, and the importance of ocean and fish health to society; as well as a workshop about external fixation, an approach to repairing broken bones. Workshops bring together veterinarians, students, fishermen, marine biologists, and professionals from across BCS – some traveling up to four hours to attend.

### CVMBS RESEARCH PROGRAMS

CVMBS conducts various research projects, including a multi-year research study in collaboration with public health officials and veterinarians, to determine the prevalence of tick-borne disease among pets in the region.

ONE YEAR AT THE CSU TODOS SANTOS CENTER:

**1,600+**

ANIMALS HELPED THROUGH  
VACCINATIONS AND SPAY/NEUTER







### FAMILY ADVENTURE WEEK

Family Adventure Week in Todos Santos is designed with the active, adventurous, culturally-curious family in mind. CSU staff and faculty families build new relationships with other CSU families, engage with the local community, and experience some of the best marine-based adventures the BCS region has to offer. Adventures include swimming with whale sharks and sea lions, sea kayaking, paddleboarding, snorkeling, fishing, surfing, and camping on a pristine island in the Sea of Cortez. Cultural and educational activities include a lesson on wildlife conservation issues in BCS and a service learning project.

### FISH, WILDLIFE, AND CONSERVATION BIOLOGY WINTER BREAK PROGRAM

The annual two-week Fish, Wildlife, and Conservation Biology program includes excursions and experiential learning opportunities in Todos Santos, La Paz, and along the region's beaches and deserts. Students and faculty visit the diverse ecosystems of the Pacific Ocean, Sea of Cortez, estuaries, deserts, and mountains to learn about the natural history of fish and wildlife species, understand wildlife management and conservation history, and identify common and contrasting wildlife management practices. These experiences, combined with conversations with local ecologists and natural resource managers, invite students to integrate wildlife ecology principles into management actions.

### FIELD MARINE BIOLOGY

CSU students in Field Marine Biology have the opportunity to experience the diverse marine life of Todos Santos and the BCS Peninsula. Students spend 2.5 weeks exploring a range of organisms in the ocean, from plankton to sea lions, and bring their studies to life. Students also have the opportunity to learn from Todos Santos fishermen and interact with and host workshops for local students.





### OCEANOGRAPHY LAB

Students spend the first week of each Summer semester exploring two vastly different coastal environments: the Pacific Ocean and the Gulf of California. The students have an opportunity to compare geological, chemical, physical, biological, and environmental oceanography along the Pacific coast in Todos Santos with the oceanography along the Gulf of California coast on the island of Espiritu Santo, where students study coral reefs and mangroves and research sea lion and mobula environments.

### SERVICE LEARNING COURSES

A variety of service learning experiences are available to students in Todos Santos. In one trip, students worked with local activist Alex Miro, founder of Punto Verde Recycling Center, co-designing educational displays to increase community awareness and motivate recycling habits.

### SUSTAINABLE AGRICULTURE

CSU students studying sustainable agriculture work with BCS farmers and students to incorporate technological advances and community knowledge into agriculture-related issues in the area. Students create opportunities for the exchange of information, learning techniques from local farmers that they can bring to the United States, and host community workshops related to their studies.

### THE CSU GLOBAL LEADERSHIP PROGRAM

Students cultivate global competencies while exploring leadership through a global lens, as part of the CSU Global Leadership Program. The student-led program seeks to build community among CSU and Mexican university students, faculty, and staff. Students plan and facilitate multinational panels and workshops on identity, leadership styles, trade policy, and environmental concerns in an effort to maintain strong global relationships with peers.

## CSU-Pueblo Programs

### CSU-PUEBLO ECOTOURISM

CSU-Pueblo students spend each Spring Break immersed in an ecotourism course, which explores the political, economic, and social impacts of ecotourism and sustainable development. Students participate in a cultural exchange in La Paz with Alternative Tourism students from the Autonomous University of BCS, and experience ecotourism in the form of a two-day camping trip to Espiritu Santo Island in the Sea of Cortez, service learning activities with Todos Santos middle school students, a cliff hike from Punta Lobos to San Pedro, and surfing at Los Cerritos Beach.

### CSU-PUEBLO SUSTAINABLE TRAVEL & ALTERNATIVE TOURISM COURSE

led by a CSU-Pueblo faculty member, CSU Fort Collins students spend a week each May immersed in a Sustainable Travel & Alternative Tourism course. The course examines the economic, sociocultural, and environmental impacts of alternative tourism and sustainable travel in BCS. Students host peers from the Autonomous University of BCS, and organize and lead the annual Ecotourism Symposium at the CSU Todos Santos Center to share findings and collaborate on solutions.

### ECOTOURISM SYMPOSIUM & 100,000 STRONG IN THE AMERICAS GRANT

CSU-Pueblo, in collaboration with the Autonomous University of BCS, earned a grant from the Partners of the Americas Foundation, to implement a project titled “Establishing the Institute of Ecotourism Studies: Collaborative Workforce Development and Cultural Exchange Strategies in BCS.” A major piece of the initiative was hosting an inaugural Ecotourism Symposium at the CSU Todos Santos Center. The one-day symposium included workshops with topics ranging from sea turtle conservation, mangrove/reef protection, whale shark

tourism, sustainable practices in ecotourism, conservation in the Sierra de la Laguna Biosphere Reserve, green practices in the workplace, and an overview of the tourism economy and sustainability in BCS.





## BCS Community Engagement

### CLASSES

#### COMPUTATIONAL BIOLOGY AND GENOMICS

The CSU Department of Biology conducts annual workshops on computational biology and genomics. Participants from regional Mexican research institutions come to the CSU Todos Santos Center for the workshop, which focuses on training in the core computational tools necessary for analyzing genomic data in the modern biological sciences.

#### ENGLISH CLASSES

The donor-funded English program addresses one of the top community priorities – working with local citizens to improve their English, which often directly supports their livelihood. The CSU Todos Santos Center’s languages coordinator offers intensive semester-long classes to more than 100 local residents in five student cohorts. English students also engage in an Ambassador program which connects local residents with visiting CSU students to learn about each other, practice English, and engage in activities together.

#### KIDS DO IT ALL

Since 2014, CSU’s School of Music, Theatre, and Dance has hosted a donor-funded Kids Do It All music-theatre camp in Todos Santos for children from the United States and the local community. The annual student-led effort in Todos Santos is an adaptation of a long-standing and popular music-theatre program; the Todos Santos version of the program creates a bilingual and bicultural experience for more than 50 children aged 7-13. The students conclude the week by performing a community play.

ONE YEAR AT CSU  
TODOS SANTOS CENTER:

**10,000+**

VISITS TO THE CENTER  
FOR ENGLISH CLASSES





## WORKSHOPS AND EVENTS

### COMMUNITY-DRIVEN BOARDS AND COMMITTEES

CSU is an active member of several regional committees focused on education, waste management, food security, and more. CSU co-created and hosted the first Educational Fair in Todos Santos, BCS, bringing together 10 public and private universities from La Paz and Los Cabos to share educational programs and opportunities with more than 500 local students and families from Todos Santos and El Pescadero.



### ENVIRONMENTAL EDUCATION

CSU groups regularly engage in environmental education and awareness activities related to waste management in Todos Santos, one of the top environmental-related priorities in the community. Such activities include beach and desert clean-ups, service-learning projects at the local recycling center, environmental education in the local schools, and contributing to an awareness campaign to reduce single-use plastics at a local and regional level.

### LECTURES AND WORKSHOPS

The CSU Todos Santos Center provides a platform for nonprofit organizations, governmental entities, and faculty and students from nearby universities to share research, knowledge, and experiences with Todos Santos community members. The Center also offers local lectures and workshops, including a series on nutrition and health that addresses health-related priorities in BCS, such as diabetes and childhood obesity.

### OUTREACH EVENTS

CSU students regularly prepare and offer educational activities to the students of Todos Santos and Pescadero, including hands-on learning programs such as Little Shop of Physics, Anatomy and Physiology, Bioblitz, science learning, and more.



ONE YEAR AT CSU  
TODOS SANTOS CENTER:

**45+**

CSU STUDENT PROGRAMS  
AND RESEARCH VISITS



ONE YEAR AT CSU TODOS SANTOS CENTER:

**700+**

HOURS OF ENGLISH INSTRUCTION  
TO THE COMMUNITY

**160+**

STUDENT VISITS

## THANK YOU TO OUR PARTNERS

The relationships and partnerships in BCS are integral to each person's educational exchange and experience at the CSU Todos Santos Center. Thank you to our partners for the mutual learning and exploration!



FOR MORE INFORMATION, VISIT:

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

[CSUtodosantos@colostate.edu](mailto:CSUtodosantos@colostate.edu)

Program issued Fall 2018.

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TODOS SANTOS CENTER  
COLORADO STATE UNIVERSITY



# Section 10

## *Executive Session*

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# Section 11

*Real Estate and Facilities  
Committee*



**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
August 10, 2018 – CSU- Global Campus**

**EXECUTIVE SESSION**

- |   |                |                     |
|---|----------------|---------------------|
| 1. Hughes Property                      | (Amy Parsons)  | Discussion (20 min) |
| 2. CSFS Gunnison – Property Acquisition | (Lynn Johnson) | Discussion (10 min) |

**OPEN SESSION**

- |  |                       |                      |
|--|-----------------------|----------------------|
| 1. Delegation of Authority related to Hughes Property                  | (Amy Parsons)         | Action Item (5 min)  |
| 2. Grant of Easement – Washington County                               | (Lynn Johnson)        | Action Item (5 min)  |
| 3. Acquisition of Easement – Orchard Mesa                              | (Lynn Johnson)        | Action Item (5 min)  |
| 4. Long-Term Ground Lease with<br>Colorado Mesa University             | (Lynn Johnson)        | Action Item (5 min)  |
| 5. Long-Term Lease of Space –<br>Global Campus & Aurora Public Schools | (Becky Takeda-Tinker) | Action Item (10 min) |

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 10, 2018  
Action Item

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Approved

**MATTER FOR ACTION:**

Land: Sale of approximately 161 acres of land known as the Hughes Stadium Property.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System (the “Board”) hereby approves the sale of approximately 161 acres of land that is known as the Hughes Stadium Property, as generally shown on Exhibit A, upon the terms and conditions discussed in Executive Session.

FURTHER MOVED, that the President of Colorado State University is hereby authorized to negotiate with the final two candidates that submitted a response to the Request for Master Developer Qualifications for the Hughes Stadium Property and to select a finalist as the Master Developer for the Hughes Stadium Property in accordance with the terms and conditions discussed in Executive Session, and the President or Vice President for University Operations of Colorado State University are hereby further authorized to the sign implementing contracts and other documents necessary and appropriate to consummate the transaction with the Master Developer, with modifications made in consultation with General Counsel.

**EXPLANATION PRESENTED BY:** Presented by Dr. Tony Frank, President, Colorado State University.

Hughes Stadium is located on the northwest corner of an approximately 161 acre parcel of property (the “Property”) owned by The Board of Governors at 2011 South Overland Trail, Fort Collins, Colorado.

Since Hughes Stadium opened in 1968, it served as the home of the Colorado State University Rams football team. With the opening of the new on-campus stadium, the University, with the assistance of the Colorado State University Research Foundation (“CSURF”), has moved forward with a process to identify a Master Developer to develop the Property in a manner that best serves the collective interests of the University, Larimer County and the City of Fort Collins. In January 2018, CSURF issued a Request for Master Developer Qualifications for the Hughes Stadium Property (“RFQ”).

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 10, 2018  
Action Item

The RFQ process has been successful, and two final candidates have submitted proposals seeking to become the Master Developer for the Property. The final steps in this process include the selection of the final candidate as the Master Developer, along with that candidate's proposal for the development of the Hughes Stadium Property, and executing the appropriate contracts with the Master Developer in order to consummate that transaction and the sale of the Hughes Stadium Property.

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Approved

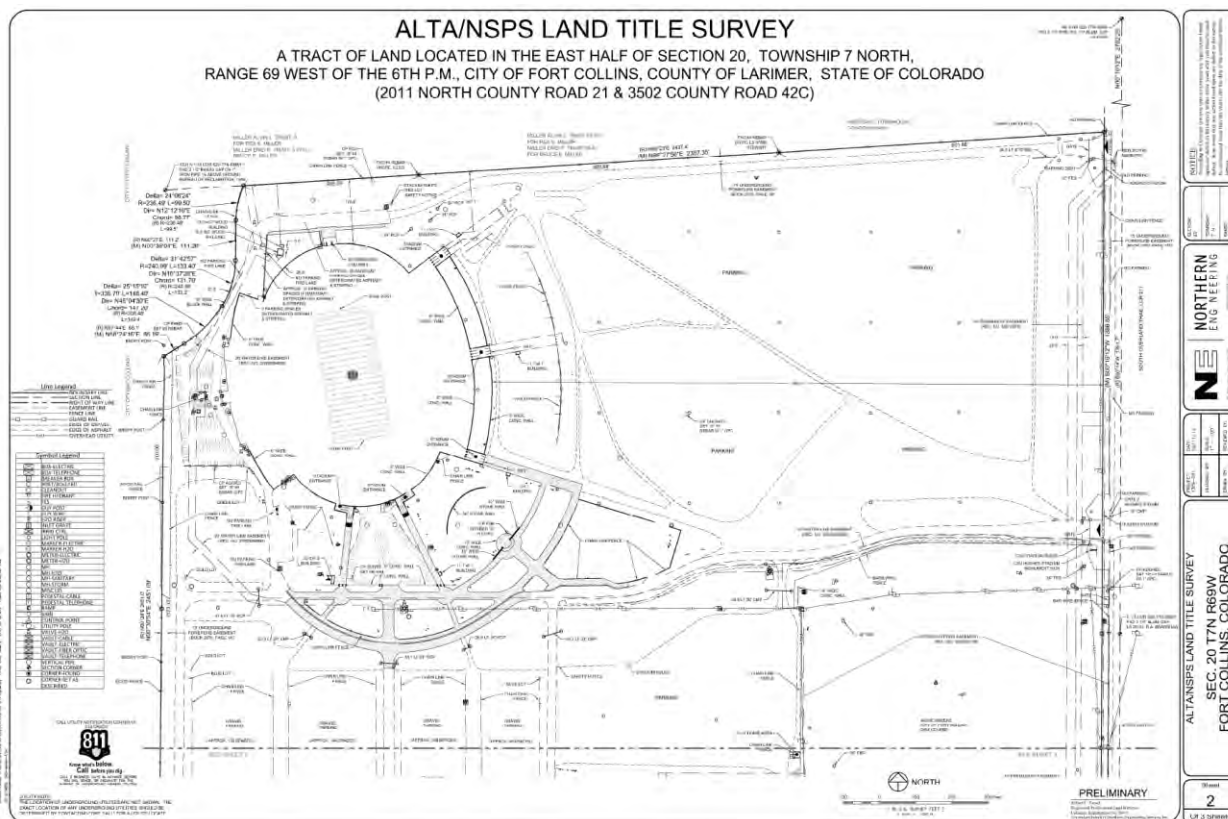
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Kim Jordan, Board Secretary

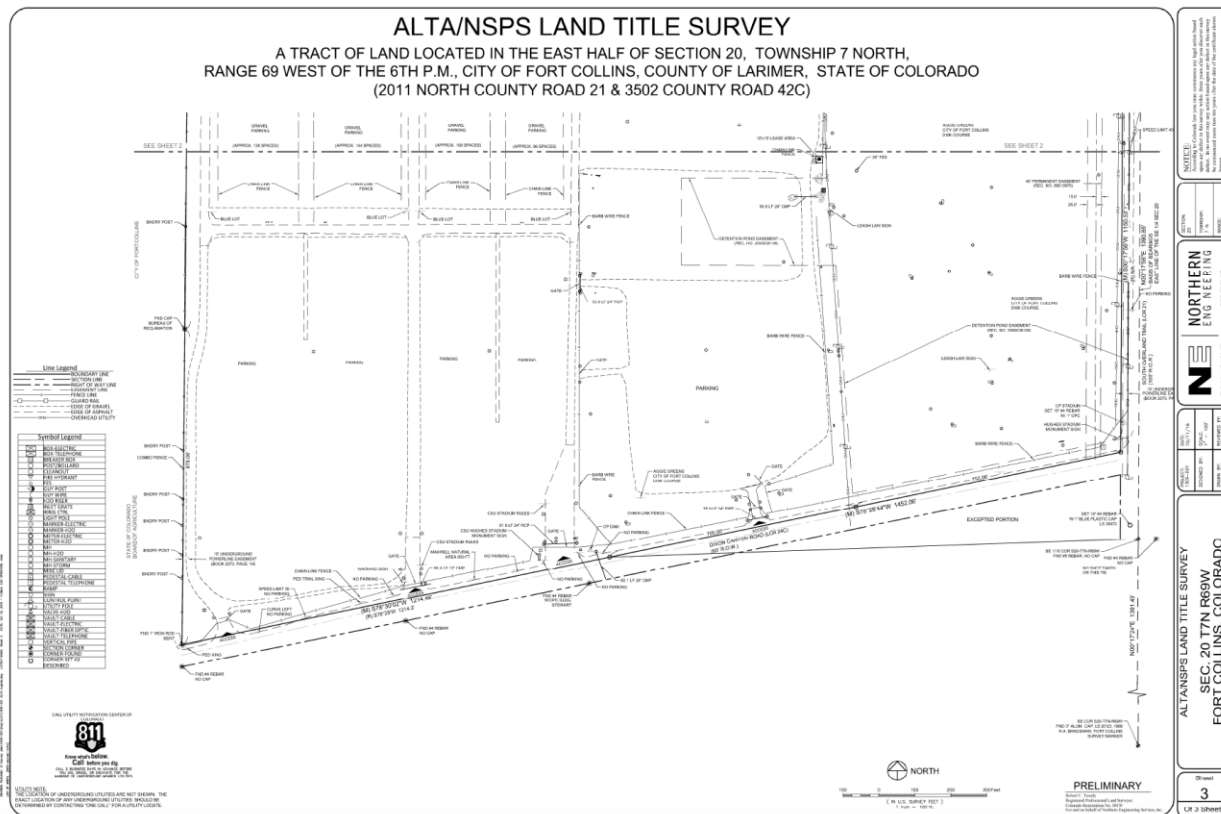
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The Board of Governors of the  
Colorado State University System  
Meeting Date: August 10, 2018  
Action Item



The Board of Governors of the  
Colorado State University System  
Meeting Date: August 10, 2018  
Action Item



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 10, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Grant of a non-exclusive permanent and a temporary construction easement for natural gas liquids pipeline to ONEOK Elk Creek Pipeline, L.L.C., a subsidiary of ONEOK, Inc., at the Eastern Colorado Research Center (ECRC).

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the grant of an 8.53-acre permanent non-exclusive easement along with a 5.53-acre temporary construction easement at the Eastern Colorado Research Center in Washington County as generally shown on Exhibit A, for \$84,683 to ONEOK Elk Creek Pipeline, L.L.C. for installation and maintenance of a natural gas liquids pipeline.

**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.

ONEOK is preparing to construct a 20-inch Natural Gas Liquids pipeline originating in Montana and terminating in Kansas. ONEOK wants to route the pipeline across a portion of the ECRC property. The new gas pipeline will follow the path of other existing pipelines and easements on the property. The easements are generally shown on Exhibit A and include approximately 8.53-acres of permanent easement and 5.53-acres of temporary easement. Compensation for the easement will be \$84,683 which equates to a value of \$6,023/acre.

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Approved

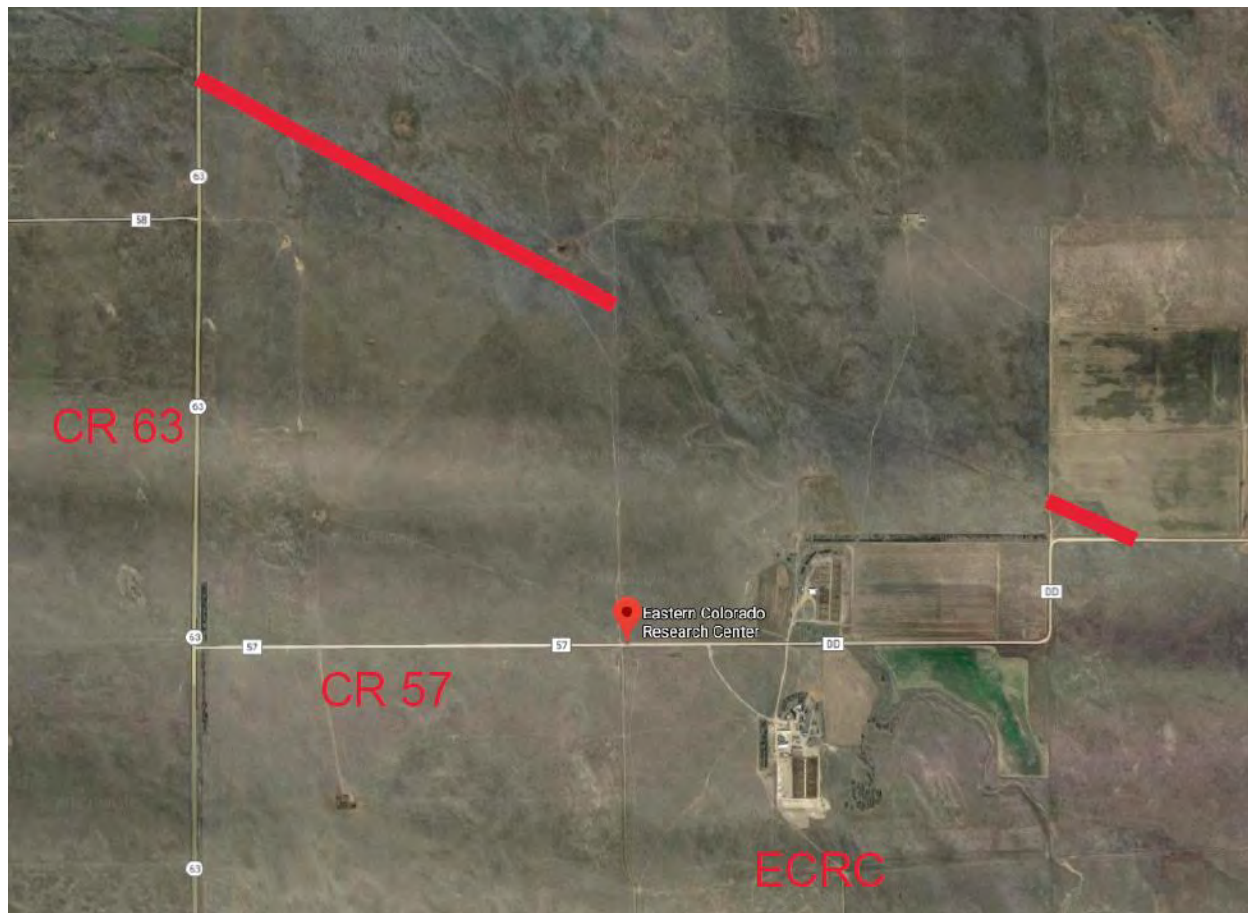
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Board Secretary

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Date



Exhibit A



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 10, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Acquisition of a Sanitary Sewer Easement from Melvin D. and Maureen Retting at the Western Colorado Research Center.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the acquisition of an approximate 38,100 sf (0.88 acre) non-exclusive permanent easement, as generally shown on Exhibit A, for approximately \$20,000 to support the expansion of facilities at the Western Colorado Research Center for the benefit of the Diagnostic Lab and New Classroom Office Building projects.

**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

The construction of a new Diagnostics Lab and Classroom Office Building at the Orchard Mesa Research center requires connection to a local sanitation system. The existing septic and treatment systems will not adequately handle the increased needs and expansion of the systems would take away valuable research land. The project team worked with the Clifton sanitation district to identify the preferred route and connection point. The route will require obtaining an easement from the neighbors, Melvin and Maureen Retting. The approximately 38,100 square foot (0.88 acre) easement runs along the southern boundary of Retting's property as shown in purple in Exhibit A.

The Retting's have asked for compensation of approximately \$20,000 to cover the land encumbrance, future tap fees, and attorney costs

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Approved

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Denied

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

\_\_\_\_\_  
Date

### Exhibit A



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 10, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Real Property: Long-Term Lease of .22 acres of unimproved land from Colorado Mesa University in Mesa County, CO for the installation (relocation) and operation of an incinerator to support Colorado State University's Western Slope Diagnostic Laboratory.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve a long-term lease of approximately .22 acres of unimproved land from Colorado Mesa University for the installation (relocation) and operation of an incinerator to support Colorado State University's Western Slope Diagnostic Laboratory. The lease will be \$0 rent with an initial lease term up to 40 years, with renewal options of up to an additional 40 years.

**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

At the request of the Mesa County Commissioners and Colorado Mesa University, Colorado State University has agreed to relocate the Western Slope Diagnostic Laboratory's incinerator to a location that is not heavily populated or in the path of development. Colorado Mesa University has offered a small site adjacent to their Forensics Laboratory near the Mesa County Landfill. The location of the new long-term lease and a general vicinity map are shown on Exhibit A.

The incinerator's relocation will be timed to correspond with the move of the Diagnostic Laboratory to a new building at the Western Colorado Research Center's Orchard Mesa site.

After the relocation of both the incinerator and diagnostic laboratory, the existing 40-year lease between the Board of Governors and Colorado Mesa University for the current location will be terminated. Colorado Mesa University has agreed to help fund a portion of the incinerator relocation costs.

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Approved

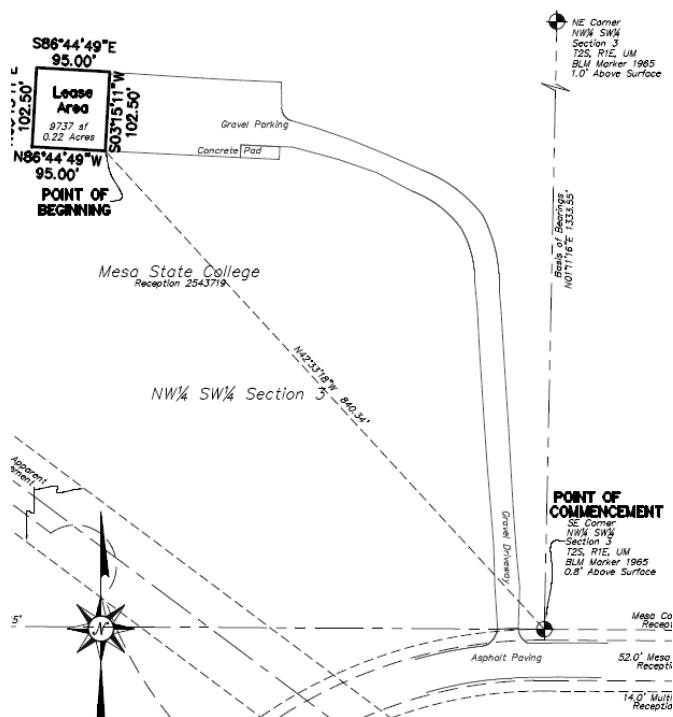
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Board Secretary

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Date

### Exhibit A

#### Lease Site



#### General Vicinity Map



**The Board of Governors of the Colorado State University System**  
**Meeting Date: August 10, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Real Property: Long-Term Lease of an approximate 25,000 square feet stand-alone building from Adams-Arapahoe School District 28J in Aurora, CO.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve a long-term (10 year) lease of an approximate 25,000 square foot stand-alone building for the use of CSU-Global Campus, as generally shown on Exhibit A.

**FURTHER MOVED**, that the President of CSU-Global Campus 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 Becky Takeda-Tinker, President, CSU-Global Campus.

CSU-Global Campus has negotiated a 10-year lease with the Adams-Arapahoe School District 28J for the use of a building currently being constructed. The space is scheduled for completion and occupancy by September 1, 2019. This timing coincides with the need for CSU-Global Campus to find additional space for its operations upon the expiration of its current lease. The rent payments for the new long-term lease are based upon the fair market value for this space, and rent will be payable in cash or through in-kind exchange with CSU-Global Campus offering discounted courses for the benefit and use of Aurora Public Schools.

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 Approved

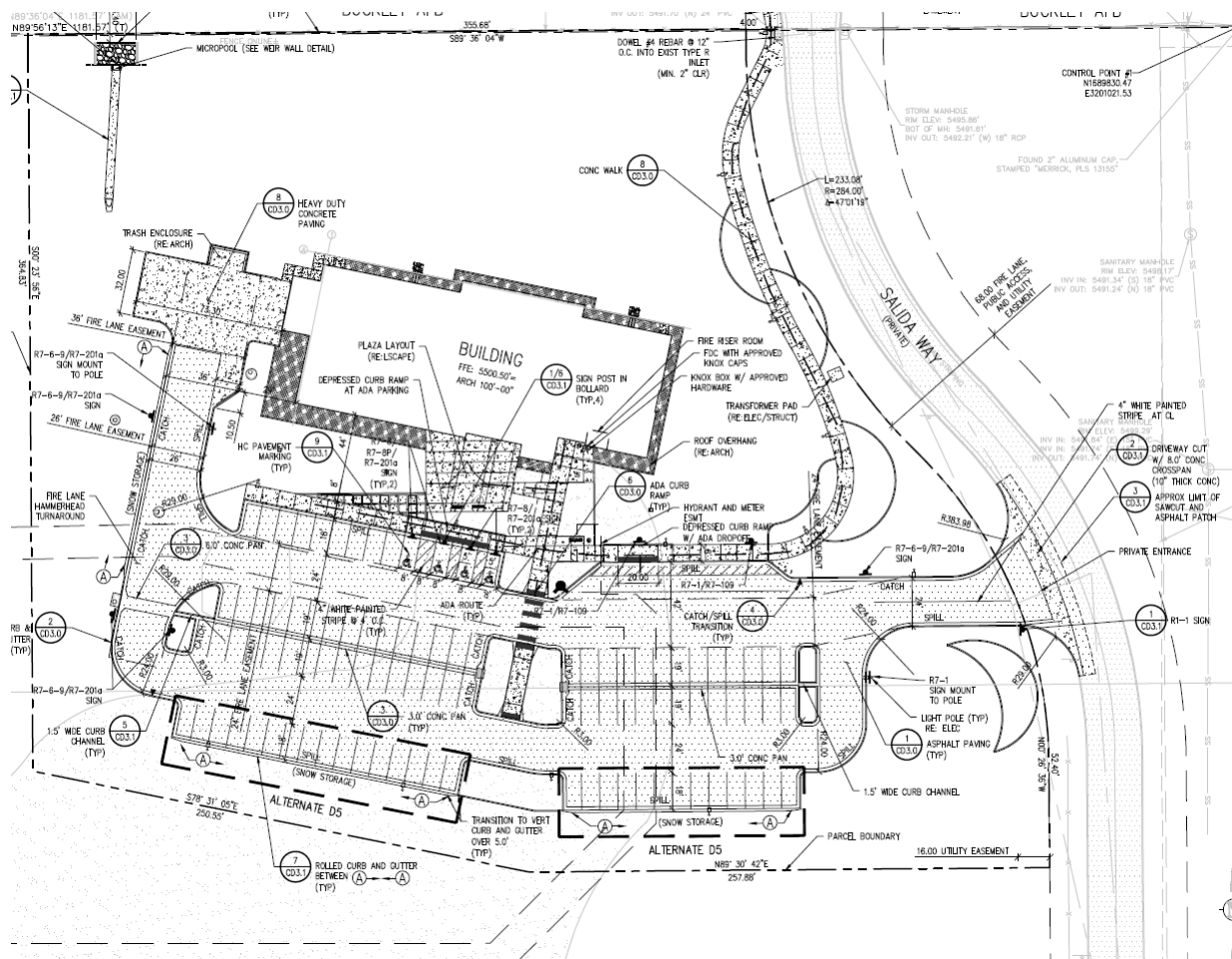
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 Kim Jordan, Board Secretary

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 Date



### Exhibit A



# Section 12

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
August 10, 2018

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

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Approval of Graduate Certificates
  - Communications for Conservation
  - Postsecondary Access and Success

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- None

II. Miscellaneous Items

Colorado State University

- Program Review Schedule 2018-2019
- Approval of Degree Candidates – Academic Year 2018-2019
- Degree Report 2016-17
- Faculty Manual Revision – Section D.7.1
- Faculty Manual Revision – Section I.7
- Faculty Manual Revision – Section K

Colorado State University-Global Campus

- Approval of Degree Candidates – Academic Year 2018-2019
- Degree Report 2017-2018

Colorado State University-Pueblo

- Program Review Schedule 2018-2019
- Approval of Degree Candidates – Academic Year 2018-2019
- Posthumous Degree Report

III. Campus Reports

- Faculty Activity Report – CSU, CSU-Pueblo, CSU-Global
  - Promotion and Tenure Report – CSU
- CSU-Pueblo Horticulture MOU

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:

Postsecondary Access and Success

Communications for Conservation

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

**Graduate Certificate:**

**College of Health and Human Sciences**  
Postsecondary Access and Success – 15 credits

**Warner College of Natural Resources**  
Communications for Conservation – 12 credits

Board of Governors of the Colorado State University System  
Meeting: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2018-2019 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Board of Governors of the Colorado State University System  
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Consent Item

COLLEGE OF LIBERAL ARTS	DUAL DEGREE IN INTERDISCIPLINARY LIBERAL ARTS, B.A (24.0101) AND ENGINEERING SCIENCE, B.S. (14.1301)
	INTERDISCIPLINARY LIBERAL ARTS4 – B.A. (24.0101)
	INTERNATIONAL STUDIES – B.A. (30.2001)
ART AND ART HISTORY	ART – M.F.A. (50.0702) (Plan A)
	ART – B.A. (50.0702)
	ART – B.F.A. (50.0702)
COMMUNICATION STUDIES	COMMUNICATION STUDIES – M.A. (09.0101) (Plan A)
	COMMUNICATION – Ph.D. (09.0900)
	COMMUNICATION STUDIES – B.A. (09.0101)
ENGLISH	CREATIVE WRITING – M.F.A. (23.1302) (Plan A)
	ENGLISH – M.A. (23.0101) (Plan A, Plan B)
	ENGLISH – B.A. (23.0101)
ETHNIC STUDIES	ETHNIC STUDIES – M.A. (05.0299) (Plan A, Plan B)
	ETHNIC STUDIES – B.A. (05.0299)
LANGUAGES, LITERATURES AND CULTURES	LANGUAGES, LITERATURES, AND CULTURES – M.A. (16.0101) (Plan A, Plan B)
SCHOOL OF MUSIC, THEATRE, AND DANCE	MUSIC – M.M. (50.0901) (Plan A, Plan B)
	DANCE – B.A. (50.0301)
	MUSIC – B.A. (50.0901)
	MUSC-BM
	THEATRE – B.A. (50.0501)
PHILOSOPHY	PHILOSOPHY – M.A. (38.0101) (Plan A, Plan B)
	PHILOSOPHY – B.A. (38.0101)
BIOLOGY	BOTANY – M.S. (26.0301) (Plan A, Plan B)
	ZOOLOGY – M.S. (26.0701) (Plan A, Plan B)
	BOTANY – Ph.D. (26.0301)
	ZOOLOGY – Ph.D. (26.0701)
	BIOLOGICAL SCIENCE – B.S. (26.0101)
	ZOOLOGY – B.S. (26.0701)

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2018-2019 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2018-2019 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.



Board of Governors of the Colorado State University System  
 Meeting Date: August 10, 2018  
 Report Item

REPORT: CSU: Degrees Awarded Academic Year 2016-2017

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

College	Graduate					Grand Total
	Bachelors	Certificate	Masters	Doctorate	D.V.M.	
Agricultural Sciences	339		70	15		424
Business	683	94	441			1,218
Health and Human Sciences	1,074	19	336	30		1,459
Intra-University			25	21		46
Liberal Arts	1,447		170	11		1,628
Natural Sciences	719		139	64		922
Veterinary Medicine & Biomedical Sci	185		188	20	136	529
Walter Scott Jr. College of Engineering	491	9	223	49		772
Warner College of Natural Resources	394	14	109	13		530
<b>Grand Total</b>	<b>5,332</b>	<b>136</b>	<b>1,701</b>	<b>223</b>	<b>136</b>	<b>7,528</b>

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section D.7.1 Maximum Employment

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section D.7.1 Maximum Employment

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These edits were made to conform to state law.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

NOTE: Revisions are noted in the following manner:  
Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2018-2019

D.7.1 Maximum Employment (last revised August 10, 2018)

Faculty members and administrative professionals on nine (9) month appointments may be employed a maximum of twelve (12) additional working weeks during the summer, exclusive of vacation, per fiscal year. ~~The salary rate used in this determination shall be that of the academic year following the summer.~~

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.7 Student Appeals of Grading Decisions

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section I.7 Student Appeals of Grading Decisions

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These edits were made to specify that the chair of the appeal committee is responsible for notifying all parties of the decision for the grade appeal.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

NOTE: Revisions are noted in the following manner:  
Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2018-2019

I.7 Student Appeals of Grading Decisions (last revised ~~May 9, 2014~~ August 10, 2018)

A written summary of the ~~H~~hearing, ~~and~~ the decision of the appeal committee and the reasons for this decision shall be prepared. The chair of the appeal committee shall send this summary to the student and the course instructor(s) within thirty (30) calendar days of the appointment of the committee and it shall be retained in the department office for the duration of the student's enrollment at the University. The appeal committee's decision is the final decision of the University.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section K – Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K – Resolution of Disputes

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 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:

Most of the changes bring the policy into line with current practice and provide additional clarity.

In addition, the Grievance Panel is separated into two Grievance Panels, one for faculty and one for administrative professionals. The constitution of the Faculty Grievance Panel is changed to increase its membership. There have been problems in the recent past with the small number of persons on the panel.

In the case of denial of tenure and/or promotion, the Recommendation of the Hearing Committee should not be sent to the Provost, since the Provost has already recommended against tenure and/or promotion prior to the Hearing.

Finally, the table of timelines in Section K.14 is deleted, since it is not correct. The timelines are not simple enough to be summarized in such a table, since they depend on a number of factors that are different in different situations.

The Board has its own policy for conducting appeals and we cannot override that policy.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision  
Section K – Resolution of Disputes

Board of Governors of the Colorado State University System  
 Meeting Date: August 10, 2018  
 Consent Item

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
 REVISIONS AND ADDITIONS – 2018-19

**SECTION K. RESOLUTION OF DISPUTES** (*Last revised ~~May 8, 2015~~  
August 10, 2018*)

**K.1 General Information**

Colorado State University is committed to the timely and fair resolution of disputes. ~~This s~~Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, capricious, or discriminatory. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, capricious, or discriminatory. The University Grievance Program generally Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the procedures described in ~~this s~~Section K can be found on the website of the University Grievance Officer.

**K.1.1 Participants in the ~~Grievance~~ Section K Process and Definition of Terms**

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.

## Board of Governors of the Colorado State University System

Meeting Date: August 10, 2018

## Consent Item

Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, capricious, or discriminatory.

Hearing Committee – A group of ~~between three and five (3-5)~~ faculty members or administrative professionals from ~~the a~~ University Grievance Panel who are convened to review and make recommendations about a Grievance.

Parties – The Parties to a Grievance are the Grievant(s) and the Supervisor(s).

Responsible Administrator – A university official to whom the ~~s~~Supervisor in a Grievance reports and who oversees the activities of the unit where the Grievant is employed.

Reviewing Administrators – University officials, namely the Provost and President, responsible for reviewing and approving recommendations from a Hearing Committee and deciding whether or not to accept them, ~~namely the Provost and President~~. These senior officials are also responsible for supporting, respecting, and enforcing the process and providing required financial resources.

Supervisor – A university administrator, faculty member, or administrative professional who either directly oversees the work of the Grievant or who makes decisions directly affecting the terms and conditions of the Grievant's employment. A supervisor also can be a state classified employee who directs the work of an administrative professional.

University Grievance Officer (UGO) – The university official responsible for administering the ~~grievance~~ Section K process, advising Grievants and Supervisors, and coordinating involvement by others.

~~University Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and volunteer to serve on a Hearing Committee, as needed and as available.~~

University Mediator (UM) – A neutral person from the university community appointed by the UGO to facilitate a resolution of a dispute or Grievance between a Grievant and a Supervisor.



## **K.2 Expectations for Members of the University Community**

- a. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.
- b. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.
- c. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant in the Section K process. Failure to comply with this expectation may result in the imposition of University sanctions.

## **K.3 Definition of an Action, Grievable Action, and Grievance**

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

### **K.3.1 A Grievable Action does not include:**

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as “final” and thus not subject to redress through the grievance process. Any action deemed “final” constitutes exhaustion of internal grievance procedures.
- c. An act by any person who is not the Grievant’s Supervisor ~~or responsible administrator~~.

- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to possible violations of law or endangerment of public safety.
- f. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.
- g. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

### **K.3.2 Types of Grievable Actions and Burden of Proof**

#### **K.3.2.1 (“Class A”)**

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- a. termination of contractual rights;
- b. reduction of salary and/or demotion;
- c. violation of academic and/or intellectual freedom; or
- d. assignment of unreasonable workload.

#### **K.3.2.2 (“Class B”)**

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;

- b. denial of reappointment;
- c. denial of tenure and/or promotion ~~or tenure~~;
- d. receipt of a lower evaluation than deserved on a performance review; or
- e. denial of sabbatical leave.

### **K.3.3 Determination of the Validity of a Grievance**

- a. The UGO shall determine whether a Grievance sets forth a Grievable Action, i.e., whether there is a sufficient basis to pursue ~~mediation (see Section K.8) and/or~~ a hearing (see Section K.9), based on the written complaint by the Grievant and the Supervisor's response, as well as any supporting materials. The UGO may seek appropriate legal advice (see ~~Section K.12.5~~ Section K.12.6). This determination by the UGO shall be made within five (5) working days of receiving the Grievant's written complaint and the Supervisor's response.
- b. If the Grievant disagrees with the UGO's determination, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel (see Section K.11.1) having the same Employee Classification as the Grievant within ten (10) working days of receiving written notification via email of the determination by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall form an Appeal Committee consisting of three (3) members from the Grievance Panel, including the Chair of the Grievance Panel, for the purpose of reviewing whether the UGO's determination should be reversed or affirmed. The Chair of the Grievance Panel shall chair the Appeal Committee and recruit members following the same procedure as for the formation of a Hearing Committee (see Section K.11.4). The Appeal Committee shall consider the appeal, the written Complaint of the Grievant and any supporting materials provided by the Grievant, as well as the response of the Supervisor and any supporting materials that are included. Within ~~five (5)~~ ten (10) working days of the submission of the appeal, the Appeal Committee, with legal advice if appropriate, shall make a determination solely regarding the validity of the Grievant's appeal, specifically whether the Grievance sets forth a Grievable Action. The Appeal Committee's determination shall be made by a majority vote. The Appeal Committee's determination shall be final. The Appeal Committee shall include a written report to the UGO and the Grievant notifying them of its decision. If the Appeal Committee reverses the

determination of the UGO, the members of this Appeal Committee shall not serve on a Hearing Committee for this Grievance.

c. If it is determined that a Grievance sets forth a Grievable Action, then the UGO shall make a determination of whether the Grievance is Class A or Class B.

### **K.3.4 Basis of Proof**

The basis of proof regarding a Grievable Action is determined by a preponderance of the evidence (i.e., that the claim is more likely to be true than not to be true).

## **K.4 The Right to Grieve**

### **K.4.1 Persons Entitled to Grieve**

Any faculty member or administrative professional may pursue resolution of a Grievable Action. Grievances by more than one employee from a single administrative unit may be joined into a common grievance if, in the opinion of the UGO, their Grievances have sufficient commonality to be heard collectively, and if those employees filing Grievances from a single unit agree to join in a common Grievance.

### **K.4.2 Process**

If a Grievant initiates the Section K process the Grievable Action shall not be effective prior to the completion of the Section K process.

### ~~**K.4.3 Responsibility to Respond**~~ [moved to Section K.6]

~~a. The Supervisor whose decision, recommendation or action was the basis for the Grievance shall be responsible for responding to the Grievant and the UGO within five (5) working days from the day the Grievance is submitted to the UGO and the Supervisor.~~

~~b. If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the responsible administrator(s) for the unit, at his or her discretion, shall decide who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to seek resolution. If no person in authority responds to the Grievance, the UGO shall continue with the Section K process.~~

~~c. When a faculty member has been denied promotion or tenure (see Section E.10.5.1, paragraph 6, E.13.1 paragraphs 4 and 5) in the case of a negative recommendation by the department chair, the complaint shall be directed to the department chair, who shall be responsible to respond. In the case of a negative recommendation at the college level, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of a negative recommendation at the provost level, the complaint shall be filed against the provost who shall be responsible to respond.~~

#### **K.4.43 Section K Process**

In the spirit of reaching an expeditious resolution of disputes, an aggrieved ~~party~~ employee shall follow all applicable parts of the Section K process before initiating legal action with external agents or agencies. However, the Grievant has the right to seek legal advice from outside counsel at any point during the Grievance process. Nothing in ~~this s~~Section K supersedes the Grievant's rights under federal and/or state laws.

#### **K.5. Initiation of the Section K Process**

~~A claim of a Grievable Action must be submitted in writing by~~ In order to initiate the Section K process, an administrative professional or a faculty member ~~to~~ must contact the UGO in writing no later than twenty (20) working days after the date of the Action giving rise to the Grievable Action or that point in time when the individual could reasonably be expected to have knowledge that a basis for a grievance existed. The UGO shall then meet with the ~~administrative professional or the faculty member~~ Grievant to discuss the claim.

If the administrative professional or faculty member does not contact the UGO in writing within the required twenty (20) working days, then they forfeit their right to pursue the Section K process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within five (5) working days after meeting with the Grievant, the UGO shall contact the Supervisor to schedule a meeting to discuss the claim. After meeting with the Supervisor, the UGO will attempt to resolve the dispute through informal conciliation for a period of up to twenty (20) working days. This may include additional meetings with the Grievant and the Supervisor individually and/or together, as well as meeting with other persons as approved by the Grievant. If informal conciliation is not

successful in resolving the dispute, the UGO will notify both the Grievant and the Supervisor of this outcome.

The UGO is not required to pursue informal conciliation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to pursue informal conciliation prior to making a determination of whether or not the Action constitutes a Grievable Action.

## **K.6 Mediation**

### **K.6.1 Initiation of the Mediation Process**

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, capricious, and/or discriminatory. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format.

If the Grievant does not contact the UGO in writing within the required five (5) working days, then they forfeit their right to pursue the mediation process or the hearing process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within three (3) working days of receiving an acceptable Complaint from the Grievant, the UGO shall forward the Complaint to the Supervisor for a formal written Response. The Supervisor shall submit this Response to the UGO within five (5) working days of receiving the Complaint from the UGO. This Response shall be limited to addressing the claims and statements made in the Complaint. In some cases, it may be necessary for the UGO to return the Response to the Supervisor for editing before it has an acceptable format. Within three (3) working days of receiving an acceptable Response from the Supervisor, the UGO shall forward the Response to the Grievant.

If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the Responsible Administrator(s) for the unit shall decide, at his or her discretion, who should represent the unit in the Section K process. The

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unavailability of the original Supervisor does not affect the right of a Grievant to pursue the section K process.

When a faculty member is grieving the denial of tenure and/or promotion (see Section E.13.1, paragraphs 4 and 5 or Section E.10.5.1 paragraph 6), in the case of a negative recommendation by the department head, the Complaint shall be filed against the department head, who shall be responsible to respond. In the case of a positive recommendation by the department head, but a negative recommendation by the dean of the college, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of positive recommendations by both the department head and the dean, but a negative recommendation by the Provost, the complaint shall be filed against the Provost, who shall be responsible to respond.

Within five (5) working days after receiving the ~~written claim of a Grievable Action~~ Response from the Supervisor, the UGO shall ~~assign~~ select a University Mediator (UM) from the pool to mediate the dispute, and the UGO shall notify the Grievant and the Supervisor of the UM selected. The UM shall have the same Employee Classification as the Grievant. The ~~Mediation participants~~ Grievant and/or the Supervisor shall have five (5) working days from the date of ~~the assignment of the UM~~ this notification to object to ~~such an assignment~~ the choice of UM. Such a ~~an~~ objection may be ~~raised only~~ based only on the UMs prior or current relationship with the ~~Mediation participants~~ Grievant and/or the Supervisor and/or the UM's knowledge of previous related disputes. If objections arise, the UGO may decide to select a different UM. The UGO shall make the final decision on the assignment of a UM, and the UGO shall notify the UM of his or her assignment within three (3) working days of this decision.

The UGO is not required to pursue mediation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to allow mediation to occur prior to making a determination of whether or not the Action constitutes a Grievable Action.

In some cases, the UGO may decide that mediation is unlikely to be productive and that the mediation process should not be initiated. This is generally the case when a faculty member is grieving the denial of tenure and/or promotion. If the UGO decides not to initiate the mediation process, he or she shall notify the Grievant and the Supervisor of this decision. The Grievant shall then decide whether or not to initiate a formal grievance hearing (see Section K.9).

**~~K.6 Documentation~~** [moved to Section K.7]

~~a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.~~

~~b. Any formal resolution reached during Mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.~~

**~~K.7 Right to Clerical Assistance~~** [moved to Section K.8]

~~Any person initiating the Section K process has the right to clerical support from University personnel for preparation of documents for use in This process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Covered Member is housed (e.g., from the dean, for a faculty member, or from a vice president, for a dean).~~

**K.86.2 Mediation Process**

a. Within ten (10) working days of being assigned by the UGO, the UM shall meet with the Mediation participants Grievant and the Supervisor, discuss their respective positions, and review relevant information.

b. If the UM believes there is a reasonable chance that Mmediation efforts may produce a resolution of the dispute, the Mediation participants Grievant, the Supervisor, and the UM shall enter into a Mmediation Pperiod of up to twenty (20) working days to attempt to resolve the dispute. ~~If the Mediation Period reaches its twenty (20) working day limit without producing a resolution of the dispute, the Mediation participants may mutually agree to extend the Mediation Period by an additional ten (10) working days if they believe that this is likely to produce a resolution of the dispute. However, after the initial twenty (20) working days, either party may choose to terminate the Mediation Process and refuse any extensions of it.~~

c. The goal of mediation is for the Grievant and the Supervisor to come to a mutual agreement where reconcilable differences are resolved and where the Grievant and the Supervisor are able to work together in an amicable and productive manner in the future. Successful mediation generally requires



compromise by both the Grievant and the Supervisor. If a successful agreement is reached, then the Section K process is completed.

However, failure by the Supervisor to abide by the terms of the agreement is grievable.

ed. If the UM decides that Mmediation efforts are not productive, then the UM may choose to terminate the Mmediation Pperiod at any time.

de. If the Mmediation Pperiod expires or is terminated by any party as described above, the UM shall immediately notify the UGO and all Mediation participants of this situation in writing within three (3) working days. The UGO shall then notify the Grievant and the Supervisor of this situation within three (3) working days of receiving this notification from the UM. The Covered Member Grievant shall then have five (5) working days after the date the UM provides such notice receiving this notification from the UGO to initiate the formal Grievance hearing process regarding any Grievable Action (see Section K.9).

e. The UM may continue to work with the Mediation participants even after a formal Grievance is initiated. However, the UM's Mediation efforts must cease before the beginning of a Grievance Hearing.

f. If the formal Grievance process is not initiated within the five (5) working day limit described in Section K.8.d, or if a claim of a Grievable Action is not referred to the UGO within the twenty (20) working day limit described in Section K.5, then the Grievable Action is not eligible to be heard by a Hearing Committee under the Grievance Procedure of Section K.10.

gf. Documentation and other communication created specifically in connection with the resolution of a dispute shall be considered to be part of the Covered Member's Grievant's and the Supervisor's personnel files.<sup>1</sup> Under the Dispute Resolution Act, C.R.S. 13-22-301 et seq., documents and communications that resulted are created solely from the Mmediation process are confidential and shall not be disclosed, and they may not be used as evidence during a Grievance Hearing, except by mutual agreement of the Mediation participants Grievant and the Supervisor, or as may be required by law. When a resolution is reached, documentation and other communication created during the Mmediation process shall be forwarded to the UGO, who shall retain the materials. Records created by a Covered Member or a Responsible Administrator prior to the a Covered Member's

initiation of the ~~M~~mediation process are not considered confidential communications and may be used in a Grievance Hearing. Information and documents that are otherwise relevant do not become confidential merely because they are presented, discussed, or otherwise used during the course of mediation.

### **K.7 Documentation**

a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.

b. Any formal resolution reached during mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.

### **K.8 Right to Clerical Assistance**

A Grievant has the right to clerical support from University personnel for preparation of documents for use in this process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Grievant is housed (e.g., from the college level, for a faculty member, or from the Office of the Provost, for a department head).

### **K.9 Initiating the Grievance Hearing Process**

~~A formal Grievance must be initiated by the Grievant submitting a written complaint to the UGO and to the supervisor whose action is being challenged no later than ten (10) working days after the expiration of the Mediation Period or after the decision by the UM that Mediation will not take place, as described in Section K.8. The written Complaint shall:~~

~~a. Describe the nature of the Grievable Action;~~

~~b. Name the parties to the grievable dispute;~~

~~c. Describe how the Action being challenged is unfair, unreasonable, arbitrary, capricious, or discriminatory;~~

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~~d. Identify how the Action adversely affects the Grievant in his or her present or future academic and/or professional capacity; and~~

~~e. Summarize the material that the Grievant is prepared to submit to support the claim. Upon receipt of the complaint from the Grievant, the supervisor shall prepare a written response (hereinafter referred to as the "Response") to the complaint and submit it to the UGO and the Grievant no later than five (5) working days after receiving the complaint. This Response should be limited to addressing the claims and statements made in the complaint.~~

If the Grievant is notified by the UGO that mediation was not successful in resolving the dispute, then the Grievant may choose to initiate the hearing process. This must be done within five (5) working days of receiving such notification, and this is done by informing the UGO in writing of the decision to initiate the hearing process. This may be done only if the Action(s) specified in the Complaint have been determined to be Grievable Action(s).

Within ten (10) working days of notification that mediation was not successful, the Grievant must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of notification that mediation was not successful, the Grievant must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Grievant shall be forwarded to the Supervisor within three (3) days of their receipt by the UGO.

Within ten (10) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Supervisor shall be forwarded to the Grievant within three (3) days of their receipt by the UGO.

The UGO has the right to question and determine the applicability, reasonableness, and relevance to the hearing process of any submitted

material. This right may include the refusal by the UGO to accept and forward submitted materials until the UGO judges that they are in compliance with the requirements of Section K (see Section K.10.4). Failure by either the Grievant or the Supervisor to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in the forwarding by the UGO of redacted materials. In this case, the person who submitted the materials will be notified of this decision and sent copies of the redacted materials. In an extreme case, the UGO may decide that the Grievant has forfeited his or right to pursue the hearing process and notify the Grievant of this decision.

### **K.10 Grievance Procedure Hearings**

#### **K.10.1 Hearing Committee**

As described in Section K.11.4, a Hearing Committee shall be ~~formed~~ selected by the UGO which consists of five (5) members, one of whom shall serve as the Chair of the Hearing Committee. The UGO shall notify the Parties of the members. The Parties shall then have three (3) working days to challenge for cause members of the Hearing Committee. A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with the Grievant, the Supervisor, and/or the Grievable Action, may be incapable of rendering an impartial judgment regarding the Grievance. The UGO, with appropriate legal advice (see Section K.12.56), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced by the UGO as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.

The UGO shall then set the date(s), time(s), and location(s) for the Hearing and forward ~~the Complaint and the Response~~ to the members of the Hearing Committee ~~the Complaint, the Response, the lists of witnesses to be called by the Parties, the materials to be submitted by the Parties, the relevance of these witnesses and materials, and any additional material that the UGO deems to be relevant to the Hearing.~~ The UGO shall provide copies to the Parties of all material submitted to the Hearing Committee. If the UGO has decided to redact some of the material submitted by either Party, then that Party may appeal this decision in writing to the Chair of the Hearing Committee. This must be done within five (5) working days of this person being notified of the submission by the UGO. If such an appeal is submitted, the Chair of the Hearing Committee shall make a decision regarding the matter within five (5) working days of receiving the appeal. The decision of the Chair of the Hearing Committee shall be final.

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Any member of the Hearing Committee may request that the UGO provide additional materials or that additional witnesses be called (with the relevance of such witnesses being explained). Upon approval of the Chair of the Hearing Committee, these requests will be accommodated to the extent permitted by law and University policy. Each Party will be sent copies of such additional materials and notified of additional witnesses and their relevance.

~~At the request of either party, or on its own initiative, the Hearing Committee may:~~

- ~~a. Instruct the parties to file further written statements and/or~~
- ~~b. Direct the parties to produce additional documents relevant to the Complaint, to the extent permitted by law, and to identify possible witnesses and the relevance of these witnesses.~~

~~The UGO has the right to question and determine the applicability, reasonableness, and relevance of any material to the Section K process. This right may include the refusal by the UGO to forward the Complaint, the Response, and/or any supporting document(s) to the Hearing Committee until the UGO judges that the documents are in compliance with the requirements of Section K (see Section K.10.4). Failure by either party to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in either forfeiture by that party of the right to pursue the matter through Section K or the forwarding by the UGO of redacted documents to the Hearing Committee.~~

~~If the Covered Member disagrees with such a decision by the UGO, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel within three (3) working days of being notified. Grievance Panel shall refer the matter to the Chair of the Hearing Committee, who shall make a decision regarding the matter within five (5) working days of the submission of the appeal. The decision of the Chair of the Hearing Committee shall be final.~~

For a Class B Grievance, since the burden of proof for a Class B Grievance is on the Grievant, the Hearing Committee may decide a Class B Grievance without a Hearing if the Hearing Committee determines that the Complaint lacks substantive merit under the criteria specified in Section K.3 and that a Hearing will not take place. Such a decision requires a unanimous vote by the Hearing Committee. The Grievant shall have the right to appeal to the

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Provost a ~~decision rendered~~ recommendation made by the a Hearing Committee without a Hearing.

### **K.10.2 Conduct of Grievance Hearings**

The rules and procedure outlined below shall apply in any formal Grievance Hearing conducted by a Hearing Committee.

~~a. The Hearings of a Grievance shall begin no later than ten (10) working days following the receipt of the Complaint from the Grievant. However, each party has the right to request a delay of no more than ten (10) working days upon showing a necessity to allow the proper development of the evidence and arguments, and the UGO shall have the authority to delay Hearings in order to facilitate the joining of Complaints as provided for in Section K.4.1.~~ Grievance Hearings are confidential and closed to the public.

b. Each pParty to the Grievance shall be permitted to have a maximum of two (2) advisors present, consisting of peer advisors and/or legal counsel. These advisors may help the pParty prepare for the proceedings, including the preparation of any required written documentation, and may advise the pParty during the proceedings, but no advisor may participate actively in the proceedings. Advisors may not make statements, objections or attempt to argue the case (however, if an advisor is called as a witness, he or she is allowed to participate in this capacity). The only persons who have standing to speak at the Hearing are the members of the Hearing Committee, the UGO, the pParties to the Grievance, and any witnesses called. Each pParty shall identify his or her advisors at the opening of the Hearing and neither pParty shall have the right to delay the Hearing because of a lack of or unavailability of advisors, except if an emergency occurs.

c. The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.

~~e~~d. Once initiated, the Hearings shall continue on a daily ~~or nightly~~ basis, depending on the convenience of the pParties, and ~~in all cases~~, the Hearing shall be concluded within ten (10) working days of its opening.

~~d~~e. The Pparties to a Grievance have the responsibility to attend all scheduled meetings of the Hearing. No substitutes for the pParties shall be allowed. If a pParty is unable or unwilling to attend any scheduled meeting of the Hearing, the meeting may be held ex parte.

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ef. If it is deemed appropriate by a majority of the members of the Hearing Committee, a person may participate in the Hearing from a different physical location (e.g., by video conference or teleconference). However, the questioning of witnesses must occur in a real-time, spontaneous format, unless a majority of the Hearing Committee concurs that this is not feasible. Any request to appear or participate in the ~~the~~ Hearing from a different physical location must be made in writing and must be submitted to the Hearing Committee at least five (5) working days before the Hearing.

fg. ~~Parties to Grievances~~ The Grievant, the Supervisor, and their advisors ~~for such parties~~ are responsible for abiding by the procedures herein established. ~~Those parties~~ Anyone failing to adhere to the procedures, ~~or failing to assure that their advisors adhere to the procedures,~~ may be excluded from participation in the Hearing by a majority vote of the Hearing Committee, and judgment shall be rendered without the presence of ~~those parties~~ any excluded persons.

g. ~~The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.~~

h. ~~The Chair of the Hearing Committee shall provide each member of the Hearing Committee the opportunity to excuse himself or herself from service prior to the Hearing because of having an involvement with one or both of the parties and/or with the Action being challenged that renders him or her incapable of rendering an impartial judgment concerning the Grievance.~~

i. ~~The Chair of the Hearing Committee shall provide each party the opportunity to challenge for cause members of the Hearing Committee.~~

1. ~~A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with one or both of the parties and/or with the Action being challenged, may be incapable of rendering an impartial judgment regarding the Grievance.~~

2. ~~The UGO, with appropriate legal advice (see Section K.12.5), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.~~

jh. The entirety of the Hearing shall be recorded. Upon request, either pParty shall be provided with a copy of this record, as well as any written material submitted during the Hearing. The Office of the Provost shall bear the cost of producing these copies.

### **K.10.3 Order of Proceedings for Grievance Hearings**

Subject to the restrictions of Section K.10.2.eg, the following persons are entitled to be present during the Hearing:

- a. The pParties and their advisors;
- b. The UGO, the Hearing Committee members, and their legal counsel;
- c. Witnesses when testifying; and
- d. Such other persons as are specifically authorized by a majority vote of the Hearing Committee, unless their presence is objected to by either pParty and the objection is sustained by the UGO.

The Hearing should proceed in the following order (although this order may be altered by a majority vote of the Hearing Committee with the approval of the UGO):

- a. Statement by the pParty having the burden of proof (hereinafter referred to as the “First Party”).
- b. Statement by the other pParty (hereinafter referred to as the “Second Party”).
- c. Presentation by the First Party of witnesses and materials, subject to the restrictions of Section K.10.4. The First Party shall have the right to call himself or herself as a witness and to call the Second Party as a witness. The Second Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the First Party after that witness has been questioned by the First Party. Decisions on such challenges shall be rendered by the Chair of the Hearing Committee. Challenges of procedural decisions by the Chair of the Hearing Committee shall be decided by a majority vote of the remaining members of the Hearing Committee, with tie votes sustaining the Chair.



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d. Presentation by the Second Party of witnesses and materials, subject to the restrictions of Section K.10.4. The Second Party shall have the right to call himself or herself as a witness and to call the First Party as a witness.

The First Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the Second Party after that witness has been questioned by the Second Party. Challenges shall be decided as described in the previous paragraph. ~~The members of the Hearing Committee shall also have the right to question each witness called by the Second Party after that witness has been questioned by the First Party.~~

~~e. If either party claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).~~

~~f.~~ Members of the Hearing Committee shall have the right to direct questions to witnesses called ~~or~~ and to the ~~p~~PParties during these proceedings.

~~g.~~ Summary arguments by the First Party.

~~h.~~ Summary arguments by the Second Party.

~~i.~~ The members of the Hearing Committee shall have the authority to direct any further questions to either or both ~~p~~PParties following both summary arguments, to schedule additional meetings of the Hearing to develop points not yet clarified sufficiently, and/or to call additional witnesses. A decision to schedule additional meetings of the Hearing requires a majority vote of the Hearing Committee, ~~and such a decision shall be announced by the~~ The Chair of the Hearing Committee to both parties. Both parties shall notify the Parties in writing of the scheduling of additional meetings, also be informed ~~of~~ any points that the Hearing Committee feels require further clarification, and the names and relevance of any additional witnesses to be called by the Hearing Committee.

~~j.~~ If either ~~p~~PParty claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).

#### **K.10.4 Rules Regarding Witness Testimony and Submitted Materials**

The following rules shall apply to any Grievance Hearing before a Hearing Committee:

- a. It shall be the responsibility of the pParty seeking to call a witness or submit material to demonstrate to the satisfaction of the Chair of the Hearing Committee the authenticity and relevance of the witness or material.
- b. Witnesses called shall have direct and personal knowledge of the points attested to and may be challenged on the ground that they lack such knowledge. A pParty calling a witness shall first establish the relevance of the testimony of the witness.
- c. Material introduced by either pParty shall be accompanied by a showing of authenticity and relevance to the Grievance. Decisions, recommendations, and actions that occur prior to the Grievable Action may be relevant to the Grievable Action if they establish a pattern of action over time.
- d. During a witness' testimony, either pParty may object to such testimony on the grounds that the witness lacks personal knowledge for such testimony or that such testimony is not relevant to the Grievance. The pParty making the objection shall state the reason(s) for the objection, and the other pParty shall have the opportunity to respond to the objection. The Chair of the Hearing Committee shall rule on the objection.
- e. The UM assigned to a specific case may neither attend the Hearing nor be called as a witness for that case.

#### **K.10.5 Recommendation of the Hearing Committee**

- a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action of the Responsible Administrator which is the basis for the Grievance solely to determine whether this Action is unfair, unreasonable, arbitrary, capricious, or discriminatory, but not to substitute its judgment regarding the substantive merits of the ~~decision which is the basis for the Grievance~~ Grievable Action. ~~If the Hearing Committee concludes that there was a procedural deficiency which materially inhibited the review process, it may specify the nature of this deficiency and refer the matter back to the~~

~~appropriate administrator for correction and subsequent return to the Hearing Committee.~~

b. When the Hearing Committee has agreed on a recommendation (hereinafter referred to as the “Recommendation”) by a majority vote, a written statement of the Recommendation shall be prepared that summarizes the relevant information and explains the reasoning that supports the Recommendation. It also shall state specifically any action necessitated by the Recommendation and identify any proposed relief to be provided. Normally, the Chair of the Hearing Committee shall oversee the preparation of this written statement of the Recommendation. However, if the Chair of the Hearing Committee opposes the majority vote, the members of the majority shall choose from among themselves a person to oversee the preparation of the written statement of the Recommendation. This person shall also represent the Hearing Committee, if necessary, during reviews and appeals.

c. If the Recommendation from the Hearing Committee is not unanimous, the report shall explain the reasoning of the dissenting minority ~~shall prepare a written statement reflecting the minority opinion,~~ as well as that of the majority.

d. The written Recommendation from the Hearing Committee, ~~together with any minority report,~~ shall be submitted to the UGO by the Chair of the Hearing Committee within ten (10) working days of the completion of the Hearing.

e. Within ~~two (2)~~ three (3) working days after receiving the Recommendation from the Hearing Committee, the UGO shall ~~announce~~ send a copy of this Recommendation to both the pParties and provide ~~Written copies of the Recommendation, together with any minority report, to both parties.~~ Within this same time frame, the UGO shall provide ~~written~~ written copies of the Recommendation, ~~any minority report,~~ the Complaint, the Response, the record of the Hearing, and any written material submitted during the Hearing (hereinafter referred to collectively as the “Hearing Record”) to both the Provost and the President, unless the Provost and/or the President is a pParty to the Grievance, If the Provost is a Party to the Grievance, but the President is not the Hearing Record shall be sent only to the President. If the President is a Party to the Grievance, the Hearing Record in which case, the UGO shall instead send these copies be sent to the Board.

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f. If the Grievable Action is the denial of tenure and/or promotion, the Hearing Record shall not be sent to the Provost.

### **K.10.6 Appeals and Administrative Reviews**

~~Decisions of a~~ A Recommendation from the Hearing Committee that no action be taken as a result of the Grievance Hearing is final, unless the Grievant chooses to appeal this Recommendation (see Section K.10.6.1). Any Recommendation from the Hearing Committee that action be taken as a result of the Grievance must be reviewed by both the Provost and President before it becomes final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the Grievance, the review shall be made only by the Board.

If the Grievable Action is the denial of tenure and/or promotion, only the President shall review the Recommendation.

#### **K.10.6.1 Appeal of the Recommendation From the Hearing Committee**

Whether or not the Recommendation from the Hearing Committee suggests that action be taken as a result of the Grievance, the Grievant has the right to appeal this Recommendation. This appeal must be made within ten (10) five (~~5~~) working days of receipt of the written Recommendation from the

Hearing Committee, ~~and~~ and it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size. ~~Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the Recommendation from the Hearing Committee.~~ This appeal shall be submitted to the Provost, unless the Provost and/or the President is a ~~p~~Party to the Grievance. If the Provost is a ~~p~~Party to the Grievance, but the President is not, the appeal shall be submitted to the President. If the President is a party to the Grievance, the appeal shall be submitted to the Board.

If the Grievable Action is the denial of tenure and/or promotion, the appeal shall be submitted only to the President.

If the Grievant submits an appeal to the Provost, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor.

### **K.10.6.2 Review by the Provost**

~~If neither the Provost nor the President is a party to the Grievance, the~~ Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with ~~and~~ any appeal from the Grievant (hereinafter referred to collectively as the “Appeal Record”), unless the Recommendation from the Hearing Committee is ~~suggests~~ that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. ~~No party may introduce~~ new substantive issues may be introduced.

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost shall modify ~~may differ from~~ the Recommendation from the Hearing Committee only if ~~he or she~~ the Provost finds that this the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory.

The Provost shall also send a copy of his or her recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send his or her recommendation to the President and the UGO ~~W~~within ten (10) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal, ~~the Provost shall respond by providing to all parties to the Grievance and to the UGO a written statement of his or her recommendation, which shall include a summary of the relevant information and the reasoning that supports this recommendation. A copy of this recommendation shall also be provided to the President, along with a copy of any appeal to the Provost from the Grievant.~~

### **K.10.6.3 Appeal of the Recommendation From the Provost**

~~If the Provost modifies the Recommendation from the Hearing Committee, The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed two (2) five (5) pages with normal font size. Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the recommendation from the Provost.~~

If the Grievant submits an appeal to the President, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

#### **K.10.6.4 Review by the President**

If the Hearing Record is sent to the President is not a party to the Grievance, he or she shall review the Recommendation from the Hearing Committee Hearing Record, together with any minority report, the recommendation from the Provost (unless the Provost was a party to the Grievance), and any appeals from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record, the Provost’s recommendation and any appeal by the Grievant. No party may introduce new substantive issues may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President shall modify may differ from the Recommendation from the Hearing Committee only if he or she the President finds that this the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The President shall send his or her written decision to the UGO Wwithin twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost; the President shall respond by providing to all parties to the Grievance, the UGO, and the Provost a written statement of his or her decision, which shall include a summary of the relevant information and the reasoning that supports this decision. The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, he or she the President shall notify the appropriate parties individuals of the action to be taken.

#### **K.10.6.5 Review by the Board**

If the President was a party to the Grievance, the Board shall review the Recommendation from the Hearing Committee, together with ~~any minority report and~~ any appeal from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced. Board Policy 123 contains the procedures to be followed regarding this review.

Upon completion of this review, the Board shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. The decision of the Board may differ from the Recommendation from the Hearing Committee only if the Board finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The Chair of the Board shall send this written decision to the UGO, and the UGO shall send copies of this decision to the Grievant, the Supervisor, the Provost, and the President. The decision of the Board is final.

If the decision of the Board includes taking action as a result of the Grievance, the Chair of the Board shall notify the President and the UGO of the action to be taken, and the President shall notify the appropriate individuals. This may involve special Board action. ~~and/or instruction regarding action to be taken by administrators.~~

#### **K.11 Grievance Panels and Hearing Committees**

##### **K.11.1 Grievance Panels** *(last revised August 2, 2013)*

The Faculty Grievance Panel shall be a pool of eligible Hearing Committee members consisting of ~~twenty-one (21) tenured faculty members, with at least one (1) from each college~~ one (1) tenured faculty member from each academic department and one (1) tenured faculty member from the University Libraries, and

The Administrative Professional Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) administrative

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professionals, representing at least four (4) administrative areas.

~~Administrative professionals~~ Each member shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University.

No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on ~~the~~ either Grievance Panel.

**K.11.1.1 Duties** *(last revised August 2, 2013)*

As specified elsewhere in ~~this s~~Section K, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to procedures outlined in Section K and the activities of the UGO.

**K.11.1.2 Chairs** *(last revised August 2, 2013)*

Each year, ~~a Grievance Panel Chair shall be appointed jointly by the presidents~~ the Chair of the Faculty Council and Administrative Professional Council shall select a Chair for the Faculty Grievance Panel from among the panel's its elected members, and the Chair of the Administrative Professional Council shall select a Chair for the Administrative Professional Grievance Panel from among its elected members. ~~This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.~~

As specified ~~elsewhere~~ elsewhere in ~~this~~ Section K, the ~~chair's~~ duties of the chairs are:

- a. To meet with the UGO ~~at least quarterly or~~ as needed to review activities of the UGO,
- b. To review challenges to the qualification ~~and classification~~ of grievances by the UGO (Section K.~~10-13.3~~),
- c. To appoint a subcommittee to seek nominations for the position of UGO and interview prospective UGO candidates (Section K.12.1),
- d. To confer with the Provost and either the Chair of Faculty Council or the Chair of the Administrative Professional Council on the appointment of a



Temporary Special University Grievance Officer, as needed (Section K.12.67),

e. To advise the UGO on policy and procedural matters covered in ~~this~~ Section K,

f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in ~~this~~ Section K,

g. To provide input for the UGO's annual report (Section K.12.4.4i),

~~h. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.1),~~

~~ih.~~ To provide input on the UGO's annual performance review (Section K.12.1).

### **K.11.2 Administrative Duties**

With respect to qualification to serve on the Grievance Panel, administrative duty or duties refers to the service of those persons acting as the administrators responsible for the various administrative units, departments, colleges, and the University, and responsible for budgets and supervising and evaluating personnel other than state classified personnel, students, or postdocs. ~~The term shall cover persons having the title "Assistant Dean" or "Associate Dean". This shall include administrators at the level of department head or above, but not assistant or associate department heads. However,~~ Service by persons as chairs of committees, or as Principal Investigators on contracts and grants, shall not be considered to be administrative duties.

### **K.11.3 Election of Grievance Panel Members**

~~Faculty members shall be nominated by the Faculty Council Committee on Faculty Governance, who shall provide a full slate of nominees for election by the Faculty Council. Each academic department and the Libraries shall elect one (1) member of the Grievance Panel from among the eligible members of that unit. The electorate eligible to vote for this member of the Faculty Grievance Panel shall consist of all regular full-time, regular part-~~

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time, senior teaching, special, and transitional members of the faculty in that unit who have no administrative duties (see Section K.11.2). The Faculty Council Committee on Faculty Governance shall establish uniform nomination and election procedures throughout the University and shall supervise elections in academic departments and the Libraries to ensure secret ballots and impartial election procedures.

Administrative professionals shall be elected by the Administrative Professional Council.

Nominations for candidates shall be opened on February 15, annually, and election shall be held in April. Election shall be for a three (3) year term starting on the first (1st) day of Fall semester, with the terms staggered so that approximately one-third (1/3) of the faculty members and one-third (1/3) of the administrative professionals have their terms expire each year. ~~Grievance Panel members who have served two (2) consecutive terms shall be ineligible for re-election for a period of two (2) years.~~ Vacancies shall be filled by elections at other times throughout the year following the procedures set forth above.

~~When a vacancy occurs on the a Grievance Panel, it shall be filled by appointment, unless the vacancy occurs within one (1) month before the next regular election, in which case, the unexpired term shall be filled at that election. An appointment of a faculty member shall be made by the Faculty Council Committee on Faculty Governance, and an appointment of an administrative professional shall be made by the Administrative Professional Council.~~

#### **K.11.4 Formation of Hearing Committees**

The UGO shall establish a rotation schedule for the members of the Grievance Panels to serve on Hearing Committees. However, at the discretion of the UGO, members may be skipped due to issues such as conflicts of interest, availability, or appropriate criteria (such as faculty rank). A Hearing Committees shall consist of five (5) members having the same appointment Employee Classification (faculty member or administrative professional) as the Grievant. The UGO shall provide each selected member of the Hearing Committee the opportunity to excuse himself or herself from service because of having an involvement with one or both of the parties and/or with the Action being challenged that causes him or her to be incapable of rendering an impartial judgment concerning the Grievance. The UGO shall select replacements for any members who excuse themselves.

Each Hearing Committee scheduled to hear a Grievance shall select from its membership a Chair, who shall be a voting member of the Hearing Committee, preside over the Hearing, maintain orderly procedures, and supervise the preparation of the written Recommendation regarding the Grievance.

~~If a member of the Hearing Committee excuses himself or herself as described in Section K.10.2.g or is excused by the UGO due to a challenge for cause, he or she shall be replaced on the Hearing Committee by the next person of the same appointment classification in the rotation order. If the Chair of the Hearing Committee is replaced in this manner the new members of the Hearing Committee shall select a new Chair from among themselves. In the event that it is impossible to establish a full Hearing Committee from the membership of the Grievance Panel, each of the parties in the Grievance shall nominate two (2) persons for each vacant position, and the UGO shall name the replacements from among those nominees the UGO and either the Chair of Faculty Council or the Chair of the Administrative Professional Council, whichever has the same Employee Classification as the Grievant, shall jointly select the remaining members of the Hearing Committee, subject to further challenge for cause as provided in Section K.10.12.h.~~

## **K.12 University Grievance Officer**

### **K.12.1 Selection, Qualifications, and Term of the University Grievance Officer**

In October of the third year of the UGO's term of office, the chairs of the Grievance Panels shall jointly appoint a subcommittee of the Grievance Panel memberships, consisting of three (3) faculty members and three (3) administrative professionals, to provide nominations for a UGO to serve the next three-year term. In November, this subcommittee shall solicit nominations, and, in January, it shall recommend ~~two (2) or three (3)~~ qualified persons to the President through the Provost. The UGO shall be selected by the President, after consultation with the members of the subcommittee during the second week of February. The selection must be confirmed by a majority vote of those cast by the Faculty Council and a majority vote of those cast by the Administrative Professional Council in April, such confirmations being conducted separately. In the event that a majority vote of those cast is not attained by both the Faculty Council and the Administrative Professional Council, another candidate shall be proposed by the President. The UGO shall take office on July 1 following the vote and shall report to the Provost. The Provost shall keep the President informed regarding the activities of the UGO.

The UGO shall be a tenured, full-time member of the faculty with at least the rank of associate professor and shall have no administrative duties (see Section K.11.2) throughout the term of service. The term of office shall be three (3) consecutive one (1) year appointments. There is no limit to the number of terms a UGO may serve.

The UGO shall be evaluated annually. In February, the Executive Committee of Faculty Council and the Executive Committee of the Administrative Professional Council shall each send a written performance evaluation to the Provost. The Provost shall prepare the official evaluation of the UGO and submit it to the President ~~preceding~~ each year prior to the reappointment. The Provost shall also send a copy of this evaluation to the department head of the UGO for use in his or her annual evaluation. If the position of UGO becomes vacant before expiration of the term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February, takes office on July 1.

**K.12.2 Oversight of the University Grievance Officer** *(last revised August 2, 2013)*

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the ~~advise~~ advice of the Chairs of the Grievance Panels on procedural matters. The UGO shall report administratively to the Provost.

**K.12.3 Service of the University Grievance Officer**

The UGO shall be appointed part-time, depending upon the work load. The appointment fraction and associated funds shall be negotiated ~~at least annually~~ among the UGO, the Provost, and the UGO's department head and may be reviewed as necessary ~~during the year~~. Adequate secretarial and expense support shall be provided by the Office of the Provost.

**K.12.4 Duties of the University Grievance Officer** *(last revised May 8, 2015)*

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.

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- b. Coordinating and facilitating the activities of the Grievance Panels by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of ~~its~~ Hearing Committees, calling individuals to appear before ~~the~~ Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panels, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.
- h. Facilitating the conduct of Hearings ~~decision~~ pursuant to Section K and Section E.15.
- i. Preparing an annual report, ~~in consultation with the Chair of the Grievance Panel~~ each ~~June~~ December for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- j. Maintaining and updating the list of University Mediators (UMs).
- k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- l. Coordinating orientation and training of University Mediators and Grievance Panel members

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m. Assisting ~~the~~ Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO by ~~distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity~~ notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.

#### **K.12.5 Right to Extend Deadlines**

At his or her discretion, the UGO may extend any deadlines or timelines described in Section K and Section E.15. An individuals involved in these processes may submit to the UGO an objection to such an extension, and the UGO shall give such an objection serious consideration. However, the final decision regarding an extension rests with the UGO.

#### **K.12.56 Legal Advice**

At any time, the UGO may seek legal advice from the Office of General Counsel for the University. If the UGO determines that it is appropriate to seek legal advice from outside the Office of the General Counsel for the University, he or she may request that the Office of the General Counsel engage the services of an attorney from the Colorado Attorney General's Office to give legal advice to the UGO. If the UGO determines that it is necessary to seek legal advice from an attorney who is outside of the Office of the General Counsel and the Colorado Attorney General's Office, the UGO may make such a request to the Office of the General Counsel. Any such engagement must be approved by the Colorado Attorney General's Office. A denial by the Colorado Attorney General's Office of such a request is ~~not grievable~~ final.

#### **K.12.67 Temporary Special University Grievance Officer**

In the event of a conflict of interest by the UGO in a dispute, or in the event that the UGO becomes a Grievant or requests to be recused, the ~~Provost~~ President, after consultation with the chairs of the Grievance Panels ~~and the President~~, shall appoint a Temporary Special UGO for that dispute. The Temporary Special UGO shall have all the duties described herein of the UGO for the duration of the specific dispute for which he or she is appointed.

#### **K.13 University Mediators**

### **K.13.1 Qualifications of University Mediators**

The individuals nominated and recommended as UMs shall be presently employed or retired faculty members or administrative professionals who have the skills, credibility and commitment that would enable them to discharge their duties effectively as UMs. ~~A~~ ~~C~~ currently employed individuals shall obtain prior approval from their department head/supervisor. The UGO is not eligible to serve as a UM.

#### **K.13.1.1 Qualifications of University Mediators for Faculty**

Each UM for faculty members shall be a tenured, full-time faculty member with at least the rank of associate professor or a person a faculty member with a transitional or emeritus/emerita appointment who previously held such ~~a rank~~ an appointment. He or she shall have no administrative duties (see Section K.11.2) throughout the term of service. ~~Within ten (10) working days of an appeal from the Grievant or a Hearing Committee decision that was not appealed, the Provost shall respond by providing to all parties to the Grievance and the UGO a written statement of the decision rendered with a summary of relevant evidence and the reasoning that sustains the decision.~~

#### **K.13.1.2 Qualifications of University Mediators for Administrative Professionals**

Each UM for administrative professionals shall be employed at least half-time (0.5) as an administrative professional at Colorado State University or, ~~if retired, shall have been employed by the University at least half time (0.5) as an administrative professional~~ a person who previously held such an appointment.

### **K.13.2 Selection, Terms, and Evaluation of University Mediators for Academic Faculty** *(last revised August 2, 2013)*

The Chair of Faculty Council and the Provost shall solicit nominations for faculty UMs ~~from the faculty members~~ prior to the end of each academic year. In consultation with the Executive Committee of Faculty Council ~~Executive Committee, the Council of Deans, and any other appropriate groups~~, the Chair of Faculty Council and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) faculty UMs for the upcoming year. The faculty UMs ~~for faculty members~~ shall take office on July 1 following their appointment by the President.

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University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's ~~immediate supervisor~~ department head may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as ~~academic~~ faculty UMs may negotiate this change in effort distribution and/or workload with their ~~immediate supervisor~~ department head, to reflect their involvement in the ~~M~~mediation process.

The term of office for a faculty UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. ~~Each UM shall be evaluated annually. A faculty UM who has mediated one or more cases during the calendar year shall be evaluated the following February by the Executive Committee of Faculty Council, who shall send a written performance evaluation to the Provost. The Provost shall then prepare the official evaluation of the UM and submit it to the President prior to the reappointment of the UM. In February, the Executive Committee of Faculty Council who shall send a written performance evaluation to the Provost, and the Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment.~~ If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

**K.13.3 Selection, Terms, and Evaluation of University Mediators for Administrative Professionals** *(last revised August 2, 2013)*

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for administrative professional UMs ~~for administrative professionals~~ prior to the end of each academic year. In consultation with the Executive Committee of the Administrative Professional Council ~~and any other appropriate groups~~, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The administrative professional UMs ~~for administrative professionals~~ shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations and the administrative professional's immediate



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supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as administrative professional UMs may negotiate this change in effort distribution and/or workload with their immediate supervisor to reflect their involvement in the ~~M~~mediation process.

The term of office for an administrative professional UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. An administrative professional University Mediators UM who have has mediated one or more cases during the calendar year shall be evaluated in that calendar year the following February by the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations. The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President ~~preceding each~~ prior to the reappointment of the UM. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

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~~K.14 Key Time Limits Within the Mediation and Grievance Processes~~

Action		Maximum Number of Working Days
(a)	<del>Action discovered</del>	
(b)	<del>Submission of written claim to UGO</del>	<del>20 days after (a)</del>
(c)	<del>Appointment of University Mediator (UM)</del>	<del>5 days after (b)</del>
(d)	<del>Decision by UM whether to attempt mediation</del>	<del>10 days after (c)</del>
(e)	<del>Mediation Period</del>	<del>20 days after (d)</del>
(f)	<del>Submission of written Grievance Complaint</del>	<del>5 days after (d) and (e)</del>
(g)	<del>Written Response from Responsible Administrator</del>	<del>5 days after (f)</del>
(h)	<del>Form Hearing Committee and begin Hearing</del>	<del>10 days after (f)</del>
(i)	<del>Conclude Hearing</del>	<del>10 days after (h)</del>
(j)	<del>Recommendation of Hearing Committee</del>	<del>10 days after (i)</del>
(k)	<del>Notification of Recommendation by UGO</del>	<del>2 days after (j)</del>
(l)	<del>Appeal of Hearing Committee Recommendation</del>	<del>5 days after (k)</del>
(m)	<del>Review by Provost</del>	<del>10 days after (k) and (l)</del>
(n)	<del>Appeal of Provost Recommendation</del>	<del>5 days after (m)</del>
(o)	<del>Review by President</del>	<del>20 days after (n)</del>

<sup>1</sup> The term “~~personal~~ personnel file” refers to information collected because of the employer-employee relationship, and it does not necessarily refer to a single physical file. In order for information to be part of the personnel file, there must be a reasonable expectation that such information will be kept private. Information in the personnel file is generally not made available for public inspection, but it is available to the individual and to his or her supervisors.

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MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2018-2019 Academic Year.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global  
Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2018-2019 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

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REPORT: CSU - GLOBAL: Degrees Awarded Academic Year 2017-2018

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU-Global  
Campus

The following report provides an overview of the total degrees conferred at CSU-Global by program for the 2018 academic year. Overall, there were 2,982 degrees conferred at CSU-Global in the 2018 academic year with 34 Certificates, 1,924 undergraduate degrees and 1,024 graduate degrees.

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## FY18 CSU-Global Degrees Conferred

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

Degree and Program	Count of Degrees	
	Conferred	Percent of Degree Level
<b>Bachelor Total</b>	<b>1924</b>	<b>100.00%</b>
BS - Accounting	277	14.40%
BS - Applied Social Sciences	47	2.44%
BS - Business Management Dual Option	1	0.05%
BS - Business Management	361	18.76%
BS - Communication	69	3.59%
BS - Criminal Justice and Law Enforcement Administration	77	4.00%
BS - Healthcare Administration and Management	165	8.58%
BS - Human Resource Management	140	7.28%
BS - Human Services	75	3.90%
BS - Information Technology	308	16.01%
BS - Interdisciplinary Professional Studies	3	0.16%
BS - Management Information Systems and Business Analytics	75	3.90%
BS - Marketing	87	4.52%
BS - Organizational Leadership	122	6.34%
BS - Project Management	106	5.51%
BS - Public Management	11	0.57%
<b>Master Total</b>	<b>1024</b>	<b>100.00%</b>
Master - Criminal Justice and Law Enforcement Administration	31	3.03%
Master - Finance	93	9.08%
Master - Healthcare Administration	21	2.05%
Master - Healthcare Administration and Management	242	23.63%
Master - Human Resource Management	108	10.55%
Master - Information Technology Management	28	2.73%
Master - International Management	24	2.34%
Master - Professional Accounting	76	7.42%
Master - Project Management	71	6.93%
MS - Management	89	8.69%
MS - Organizational Leadership	166	16.21%
MS - Teaching and Learning	64	6.25%
MS - Teaching and Learning - Principal Licensure	8	0.78%
MS - Teaching and Learning - Teacher Licensure Math	2	0.20%
MS - Teaching and Learning - Teacher Licensure Science	1	0.10%
<b>Certificate Total</b>	<b>34</b>	<b>100.00%</b>
Graduate Certificate in Business Analytics	3	8.82%
Graduate Certificate in Cyber Security	2	5.88%
Graduate Certificate in Educational Leadership - Principal Licensure	4	11.76%
Graduate Certificate in Educator Licensure - Science	1	2.94%
Graduate Certificate in Human Resource Management	6	17.65%
Graduate Certificate in Project Management	7	20.59%
Undergraduate Certificate in Computer Programming	4	11.76%
Undergraduate Certificate in Cyber Security	3	8.82%
Undergraduate Certificate in Data Management and Analysis	3	8.82%
Undergraduate Certificate in Human Resource Management	1	2.94%
<b>Grand Total</b>	<b>2982</b>	

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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2018-2019 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Biology (BS)
- Biology (MS)
- Engineering (BSE)
- Engineering (MS)
- English (BA)
- English (MA)
- History (BA/BS)
- Industrial Engineering (BSIE)
- Industrial & Systems Engineering (MS)
- Psychology (BA/BS)
- Social Work (BSW)

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with the established review schedule for 2018-2019 through 2023-2024 on the next page, and approved by the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board). Each program is reviewed by the University once every five to seven years. As appropriate, the internal review is scheduled to correspond with their disciplinary accreditation review. Should any requests to delay 2018-19 University program review be submitted, the CAP Board will respond to them in September and make recommendation to the President.

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**CSU-Pueblo  
 Program Review Calendar**

2018-2019	CEEPS: CHASS: CSM:	Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS) English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW) Biology (BS), Biology (MS)
2019-2020	CHASS: CSM: HSB:	Art (BA/BFA), Foreign Languages (Spanish BA), Music (BA) Physics (BS) Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)
2020-2021	CEEPS: CHASS:	Athletic Training (BS), Nursing (BSN), Nursing (MS) Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS: CHASS: CSM:	Liberal Studies (BS), Education (MEd) History (MA) Mathematics (BA/BS), Chemistry (BS), Chemistry (MS), Biochemistry (MS)
2022-2023	CEEPS: CHASS: CSM:	Automotive Industry Management (BS), Exercise Science and Health Promotion (BS) Political Science (BA/BS), Social Science (BA/BS) Wildlife and Natural Resources (BS)
2023-2024	CEEPS: CHASS: CSM:	Civil Engineering Technology (BSCET), Construction Management (BS) English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW) Biology (BS) & Biology (MS)

**Abbreviations:**

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

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MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2018-2019.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

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

CSU-Pueblo anticipates that approximately 740 undergraduate degrees and 90 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2018, fall 2018, and spring 2019). The table below provides detail on bachelor's and master's degrees awarded in summer 2017, fall 2017 and spring 2018; it also provides the related averages between spring 2012 and fall 2017. In addition, one posthumous degree (bachelor's degree for Social Work) was awarded in spring 2018.

	AY2017-2018 # Bachelor's awarded	AY2017-2018 # Master's awarded	Sp2012-Fa2017 Bachelor's average	Sp2012-Fa2017 Master's average
Summer	128	48	167	31
Fall	158	35	177	31
Spring	457	50	461	43



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REPORT: CSU-Pueblo posthumous degrees awarded in Academic Year 2017-2018.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Colorado State University – Pueblo recognizes the profound loss for the family, friends, and the University community when a student dies while enrolled at the University. Awarding a degree posthumously allows for the acknowledgement and celebration of the student’s academic commitment and achievement prior to his or her untimely death, and may provide solace for a grieving community.

In May 2005, the Board of Governors approved the posthumous degree policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost.” The Board of Governors approved CSU-Pueblo’s Posthumous Degree Policy at the December 2011 meeting. The Board has delegated the approval of posthumous degrees to the President of each institution.

During Academic Year 2017-2018, CSU-Pueblo awarded one Bachelor of Arts degree in Social Work, posthumously.

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REPORT: Faculty Activity at Colorado State University

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

## **COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2017-2018**

Colorado State University seeks to ensure that every regular, tenure-track faculty member and special appointment faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2017-2018 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

### **I. PROCESS FOR FACULTY HIRES**

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

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

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

## II. ANNUAL PERFORMANCE REVIEWS

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

For the calendar year 2017, 1,072 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	194
Exceeded performance expectations:	579
Met performance expectations:	287
Below performance expectations:	11
Unsatisfactory performance:	1

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

## III. REAPPOINTMENT

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

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#### IV. TENURE AND PROMOTION

The following table summarizes Colorado State University's promotion and tenure activity for 2017-2018.

College	Tenure	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences			5	3			8
Health and Human Sciences			3	4			7
Business			2	1		1	4
Engineering	2		5	9			16
Liberal Arts			5	10			15
Libraries							0
Natural Resources			1	3			4
Natural Sciences			1	13			14
Veterinary Medicine	4	1	6	1			12
<b>TOTAL</b>	<b>6</b>	<b>1</b>	<b>28</b>	<b>44</b>	<b>0</b>	<b>1</b>	<b>80</b>

#### Promotion of Special Appointment Faculty

	Promotion to Assistant Professor (Special)	Promotion to Associate Professor (Special)	Promotion to Professor (Special)	TOTAL
<b>TOTAL</b>		2	3	<b>5</b>

We note that in this past year, there was one denial of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

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## V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

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

In the past year (2017) 22 of the 165 faculty members scheduled for Comprehensive Review were delayed or canceled. Cancellations or delays of comprehensive reviews are due to promotions, resignations, retirements, sabbaticals, or medical reasons. Two professional development plans were implemented. The following table summarizes the results of the reviews by College and by outcome.

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### 2017-2018 Comprehensive Review Summary

College	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
Agricultural Sciences	12	10	2		
Health and Human Sciences	19	15	4		
Business	14	11	3		
Engineering	25	23	2		
Liberal Arts	28	24	3	1	
Natural Resources	10	8	2		
Natural Sciences	21	17	3	1	
Vet. Med. and Biomedical Sciences	35	32	3		
Libraries	1	1			
<b>Total</b>	<b>165</b>	<b>141</b>	<b>22</b>	<b>2</b>	<b>0</b>

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

### Five Year Comprehensive Review Summary

Year	Number	Satisfactory	Delayed or Canceled	Professional Development Plans	Phase II
2013-2014	137	100	35	2	0
2014-2015	166	77	89	1	0
2015-2016	187	123	59	4	1
2016-2017	135	113	18	1	3
2017-2018	165	141	22	2	0

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## VI. Faculty Workload Analysis

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

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

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

In general, our IPEDS Student/Faculty ratio tracks very closely to our peers. In 2017, we began including our full-time non-tenure-track faculty AAUP counts along with full-time tenure-track faculty to be more consistent with the submission instructions and peer data. In prior years, only full-time tenure-track faculty were included for CSU, hence we see a drop in the 2017 ratios.

Values	2013		2014		2015		2016		2017	
	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
IPEDS UG FTE/Faculty FTE	16	17	16	15	18	18	18	18	18	
Undergraduate FTE/AAUP Faculty	21.26	20.87	20.90	21.85	21.22	21.29	22.03	21.28	19.84	
Undergraduate Degrees/AAUP Faculty	4.69	4.28	4.67	4.39	4.72	4.39	4.61	4.51	4.24	4.69
Graduate FTE/AAUP Faculty	4.49	4.67	4.56	4.33	4.21	4.53	4.13	4.36	3.95	
Graduate Degrees/AAUP Faculty	1.93	1.66	1.91	1.68	2.06	1.68	2.04	1.60	1.70	1.60
NSF Federal Research Exp/AAUP Faculty	\$218	\$154	\$206	\$142	\$213	\$133	\$222	\$131		

### Notes:

- \* Student FTE is calculated as full-time headcount + 1/3rd part-time headcount
- \* NSF federal research expenditures are reported in thousands and are a year in arrears.
- \* Beginning in 2017, the AAUP faculty count includes all full-time non-tenure track as well as tenure-track faculty. Prior to 2017, only full-time tenure-track were included. Using that previous methodology, the ratios would be as follows.

Values	2017	
	CSU	Peers
IPEDS UG FTE/Faculty FTE	18	
Undergraduate FTE/AAUP Faculty	21.96	
Undergraduate Degrees/AAUP Faculty	4.69	4.69
Graduate FTE/AAUP Faculty	4.37	
Graduate Degrees/AAUP Faculty	1.88	1.60
NSF Federal Research Exp/AAUP Faculty		



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## VII. Faculty Demographics

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

The total tenure-track faculty numbers rose slightly this past year (by one percent). Our number of female faculty continues to rise, as did our number of minority faculty; both are at historic highs.

### History of Tenure-Track Faculty

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Assistant Professor</b>	290	298	275	255	229	234	227	228	253	261
<b>Associate Professor</b>	310	317	321	332	356	378	388	374	363	360
<b>Professor</b>	419	418	404	416	423	433	448	459	465	470
<b>Asian</b>	64	67	63	72	76	78	86	86	89	93
<b>Black</b>	14	15	16	14	12	12	15	12	11	13
<b>Hispanic/Latino</b>	39	41	42	51	53	52	51	54	53	51
<b>International</b>	49	49	40	25	18	25	23	22	25	28
<b>Multi-Racial</b>	0	0	0	7	6	7	10	14	13	17
<b>Native American</b>	5	4	4	2	2	3	5	4	3	2
<b>No Response</b>	5	39	49	3	7	30	4	0	24	21
<b>White</b>	843	818	786	829	834	838	869	869	863	866
<b>Minority</b>	122	127	125	143	146	148	163	167	166	174
<b>Non-Minority</b>	897	906	875	860	862	897	900	894	915	917
<b>Female</b>	326	337	332	342	350	381	389	395	403	416
<b>Male</b>	693	696	668	661	658	664	674	666	678	675
<b>Total Employees</b>	<b>1,019</b>	<b>1,033</b>	<b>1,000</b>	<b>1,003</b>	<b>1,008</b>	<b>1,045</b>	<b>1,063</b>	<b>1,061</b>	<b>1,081</b>	<b>1,091</b>

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History of Non-Tenure-Track Faculty

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Assistant Professor</b>	84	88	93	95	111	102	105	115	118	128
<b>Associate Professor</b>	18	21	19	22	19	19	21	21	23	25
<b>Instructor</b>	187	180	202	205	235	252	252	261	287	290
<b>Professor</b>	14	13	17	10	9	10	13	12	12	13
<b>Asian</b>	18	16	18	17	17	16	17	17	13	12
<b>Black</b>	0	0	0	1	3	2	2	2	3	6
<b>Hawaiian/Pac. Islander</b>	0	0	0	0	0	0	0	1	1	0
<b>Hispanic/Latino</b>	8	8	10	12	21	21	20	18	15	19
<b>International</b>	13	15	11	6	4	8	10	11	11	11
<b>Multi-Racial</b>	0	0	0	1	2	2	5	5	4	3
<b>Native American</b>	2	2	4	2	2	1	0	0	0	1
<b>No Response</b>	23	21	30	0	15	34	11	0	9	13
<b>White</b>	239	240	258	293	310	299	326	355	384	391
<b>Minority</b>	28	26	32	33	45	42	44	42	35	41
<b>Non-Minority</b>	275	276	299	299	329	341	347	367	405	415
<b>Female</b>	176	173	197	203	235	233	235	244	258	267
<b>Male</b>	127	129	134	129	139	150	156	165	182	189
<b>Total Employees</b>	<b>303</b>	<b>302</b>	<b>331</b>	<b>332</b>	<b>374</b>	<b>383</b>	<b>391</b>	<b>409</b>	<b>440</b>	<b>456</b>

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## History of Senior Teaching Appointments

	2013	2014	2015	2016	2017	2018
<b>Assistant Professor</b>	0	6	7	9	10	9
<b>Associate Professor</b>	0	0	1	1	1	3
<b>Instructor</b>	27	36	37	48	46	50
<b>Asian</b>	0	0	0	2	2	2
<b>Hispanic/Latino</b>	0	0	0	3	3	3
<b>Multi-Racial</b>	1	1	1	1	2	2
<b>White</b>	26	41	44	52	50	55
<b>Minority</b>	1	1	1	6	7	7
<b>Non-Minority</b>	26	41	44	52	50	55
<b>Female</b>	18	30	30	42	42	46
<b>Male</b>	9	12	15	16	15	16
<b>Total Employees</b>	<b>27</b>	<b>42</b>	<b>45</b>	<b>58</b>	<b>57</b>	<b>62</b>

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History of Temporary Faculty

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Assistant Professor</b>	13	7	6	8	9	5	3	6	6	8
<b>Associate Professor</b>	3	1	3	2	2	2	3	0	2	1
<b>Instructor</b>	173	169	192	204	231	222	261	240	248	250
<b>Professor</b>	7	5	8	11	11	11	14	15	12	13
<b>Visiting Professor</b>	0	0	0	0	0	0	0	0	0	1
<b>Asian</b>	1	2	3	3	2	8	5	4	4	4
<b>Black</b>	0	0	1	0	3	2	2	1	1	1
<b>Hispanic/Latino</b>	10	4	4	7	6	5	7	9	16	19
<b>International</b>	7	3	7	5	2	3	2	7	5	8
<b>Multi-Racial</b>	0	0	0	1	1	0	0	2	1	0
<b>Native American</b>	1	1	0	0	0	0	0	1	2	2
<b>No Response</b>	24	27	35	3	29	58	72	6	37	36
<b>White</b>	153	145	159	206	210	164	193	231	202	203
<b>Minority</b>	12	7	8	11	12	15	14	17	24	26
<b>Non-Minority</b>	184	175	201	214	241	225	267	244	244	247
<b>Female</b>	105	103	121	121	143	139	164	141	147	140
<b>Male</b>	91	79	88	104	110	101	117	120	121	133
<b>Total Employees</b>	<b>196</b>	<b>182</b>	<b>209</b>	<b>225</b>	<b>253</b>	<b>240</b>	<b>281</b>	<b>261</b>	<b>268</b>	<b>273</b>

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### VIII. Faculty Compensation Comparisons

Using AAUP data, CSU faculty salaries and total compensation lag behind our peers. Salaries are generally 90% to 96% of peers while total compensation is generally 88% to 93% of peers. It is important to note that in 2017-18, we began including our full-time non-tenure-track faculty in the AAUP counts along with full-time tenure-track faculty to be more consistent with the submission instructions and peer data. In prior years, only full-time tenure-track faculty were included for CSU. This stricter adherence to the instructions negatively impacted the CSU assistant professor salary as a percent of peers as shown below. Overall, the CSU average faculty salary is at 89.7% of our BOG peers. Raises have averaged 2.3% over the last five years for this employee group which is lower than the typical raise prior to the Great Recession which averaged 3.9% (2005-2009).

2017-18 Faculty Salaries - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	506	66,033,000	130,500	402	39,396,000	98,000	422	35,616,800	84,400	1,330	141,045,800	106,049
Kansas State	268	30,525,200	113,900	294	25,313,400	86,100	282	21,657,600	76,800	844	77,496,200	91,820
Michigan State	810	125,226,000	154,600	608	61,955,200	101,900	711	58,728,600	82,600	2,129	245,909,800	115,505
North Carolina State	662	85,795,200	129,600	484	45,060,400	93,100	390	31,707,000	81,300	1,536	162,562,600	105,835
Oklahoma State	303	32,905,800	108,600	268	22,163,600	82,700	287	22,443,400	78,200	858	77,512,800	90,341
Oregon State	335	41,439,500	123,700	259	24,423,700	94,300	292	24,411,200	83,600	886	90,274,400	101,890
Purdue University	883	125,739,200	142,400	537	54,344,400	101,200	596	53,461,200	89,700	2,016	233,544,800	115,846
Texas A & M	966	138,524,400	143,400	526	53,020,800	100,800	365	32,631,000	89,400	1,857	224,176,200	120,720
Univ of California, Davis	781	129,333,600	165,600	289	32,743,700	113,300	304	29,214,400	96,100	1,374	191,291,700	139,222
Univ of Illinois, Urbana	833	125,366,500	150,500	489	50,953,800	104,200	509	48,609,500	95,500	1,831	224,929,800	122,845
Univ of Tennessee	505	72,013,000	142,600	381	37,299,900	97,900	346	28,510,400	82,400	1,232	137,823,300	111,870
Virginia Tech	576	80,985,600	140,600	508	49,936,400	98,300	491	42,766,100	87,100	1,575	173,688,100	110,278
Washington State	332	42,230,400	127,200	306	27,631,800	90,300	241	20,894,700	86,700	879	90,756,900	103,250
<b>COLORADO STATE</b>	<b>429</b>	<b>54,697,500</b>	<b>127,500</b>	<b>366</b>	<b>34,294,200</b>	<b>93,700</b>	<b>378</b>	<b>29,786,400</b>	<b>78,800</b>	<b>1,173</b>	<b>118,778,100</b>	<b>101,260</b>
TOTAL EXCLUDING CSU	7,760	1,096,117,400	141,252	5,351	524,243,100	97,971	5,236	450,651,900	86,068	18,347	2,071,012,400	112,880
CSU as Percentage of Peers			90.3%			95.6%			91.6%			89.7%

2017-18 Faculty Compensation - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp
Iowa State	506	84,906,800	167,800	402	52,139,400	129,700	422	47,939,200	113,600	1,330	184,985,400	139,087
Kansas State	268	37,761,200	140,900	294	31,722,600	107,900	282	27,297,600	96,800	844	96,781,400	114,670
Michigan State	810	159,408,000	196,800	608	83,296,000	137,000	711	77,427,900	108,900	2,129	320,131,900	150,367
North Carolina State	662	107,310,200	162,100	484	57,402,400	118,600	390	40,755,000	104,500	1,536	205,467,600	133,768
Oklahoma State	303	43,692,600	144,200	268	29,640,800	110,600	287	29,589,700	103,100	858	102,923,100	119,957
Oregon State	335	60,266,500	179,900	259	35,508,900	137,100	292	35,098,400	120,200	886	130,873,800	147,713
Purdue University	883	155,849,500	176,500	537	70,347,000	131,000	596	69,732,000	117,000	2,016	295,928,500	146,790
Texas A & M	966	164,799,600	170,600	526	64,172,000	122,000	365	39,712,000	108,800	1,857	268,683,600	144,687
Univ of California, Davis	781	174,163,000	223,000	289	45,344,100	156,900	304	41,100,800	135,200	1,374	260,607,900	189,671
Univ of Illinois, Urbana	833	158,353,300	190,100	489	66,993,000	137,000	509	64,643,000	127,000	1,831	289,989,300	158,378
Univ of Tennessee	505	90,698,000	179,600	381	48,844,200	128,200	346	37,195,000	107,500	1,232	176,737,200	143,456
Virginia Tech	576	104,889,600	182,100	508	66,954,400	131,800	491	58,085,300	118,300	1,575	229,929,300	145,987
Washington State	332	52,821,200	159,100	306	35,618,400	116,400	241	26,775,100	111,100	879	115,214,700	131,075
<b>COLORADO STATE</b>	<b>429</b>	<b>69,798,300</b>	<b>162,700</b>	<b>366</b>	<b>43,773,600</b>	<b>119,600</b>	<b>378</b>	<b>37,989,000</b>	<b>100,500</b>	<b>1,173</b>	<b>151,560,900</b>	<b>129,208</b>
TOTAL EXCLUDING CSU	7,760	1,394,919,500	179,758	5,351	687,983,200	128,571	5,236	595,351,000	113,703	18,347	2,678,253,700	145,978
CSU as Percentage of Peers			90.5%			93.0%			88.4%			88.5%



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When using CUPA data to compare to other R1 institutions, CSU tenure-track faculty salaries are also 89.7% of the median across ranks as shown in the table below. However, the assistant professor salary as a percent of the peer median is 92% (94% for new assistant professors). The difference from the previous table is the exclusion of the full-time non-tenure track faculty.

Report Parameters

Focus Institution	Colorado State University
Comparison Group	R1 Institutions
Group Size	82 Institutions
Year	2016-17
Statistics	Weighted
Tenure	Tenured/Tenure Track
Effective Date of Salary Data	December 1, 2016
Data Aging	Not Selected

Key

NP - Number of Incumbents.  
 NI - Number of Institutions.  
 - More than 150% of the group median  
 - Less than 90% of the group median

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Institutions is less than 5 (too few data) or, if weighted statistics are selected, when one institution's data comprise more than 25% of the total (unbalanced data).

Code/Title	A. Focus Salary		B. Comparison Group Statistics (Based on Average Salaries*)						Ratio of A to B			
	NP	Average	Median	Average	Std. Dev.	Salary Factor	Minimum	Maximum	NP	NI	Median	Average
<b>Across All Disciplines Selected</b>												
Professor	439	124,988	138,271	136,094	15,537	1.00	105,728	164,659	10468	33	90.4	91.4
Associate Professor	344	90,402	96,243	96,042	9,408	1.00	62,720	115,365	7594	34	93.9	94.1
Assistant Professor (excl New)	197	80,481	86,612	87,411	8,752	1.00	68,251	101,654	4765	33	92.9	92.1
Assistant Professor (incl New)	253	81,551	88,657	87,862	8,501	1.00	68,251	101,749	5448	33	92.0	92.8
New Assistant Professor	66	85,316	90,453	91,007	10,544	1.00	61,625	137,000	683	28	94.3	93.7
Instructor (or Scientist if NT Research)										51	8	
Across All Ranks	1289	98,706	110,089	112,153	13,523	1.00	67,145	141,070	23559	34	89.7	88.0

By discipline, the greatest gaps appear to be in the social sciences. Therefore, efforts are underway to work with those departments to better understand faculty salary compared to similar departments with whom we are in competition to attract and retain the best talent.

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REPORT: CSU: Promotion and Tenure

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

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

Decisions for promoting associate professors to the rank of professor, promotions for non-tenure-track faculty members, and post-tenure reviews follow similarly rigorous procedures. Faculty Council is currently considering major revisions to the processes and expectations for promotion of non-tenure-track faculty and the administration will be working carefully with them to establish clear promotion pathways and professional development for this class of employees in the coming year.

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**COLORADO STATE UNIVERSITY**  
**RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE**  
 (Tenure is awarded on a 9-month basis)  
 Effective July 1, 2018

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
<b>College of Agricultural Sciences</b>		
Kirk Broders	Bioagricultural Sciences and Pest Management	Grant tenure and promote to Associate Professor
Amanda Countryman	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Gregory Graff	Agricultural and Resource Economics	Promote to Professor
Stephan Kroll	Agricultural and Resource Economics	Promote to Professor
John McKay	Bioagricultural Sciences and Pest Management	Promote to Professor
Jessica Metcalf	Animal Sciences	Grant tenure and promote to Associate Professor
Ryan Rhoades	Animal Sciences	Grant tenure and promote to Associate Professor
Mark Uchanski	Horticulture and Landscape Architecture	Grant tenure and promote to Associate Professor
<b>College of Business</b>		
Derek Johnston	Accounting	Promote to Professor
Gina Mohr	Marketing	Grant tenure and promote to Associate Professor
Hilla Skiba	Finance and Real Estate	Grant tenure and promote to Associate Professor



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<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
<b>College of Engineering</b>		
Mazdak Arabi	Civil and Environmental Engineering	Promote to Professor
Christopher Bareither	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Elizabeth Barnes Keys	Atmospheric Sciences	Grant tenure and promote to Associate Professor
Michael Bell	Atmospheric Science	Grant tenure
Suren Chen	Civil and Environmental Engineering	Promote to Professor
Susan DeLong	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Matthew Kipper	Chemical and Biological Engineering	Promote to Professor
Peter Nelson	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Jeffrey Niemann	Civil and Environmental Engineering	Promote to Professor
Daniel Olsen	Mechanical Engineering	Promote to Professor
Jason Quinn	Mechanical Engineering	Grant tenure and promote to Associate Professor
Bradley Reinfeld	Chemical and Biological Engineering	Promote to Professor
Thomas Sale	Civil and Environmental Engineering	Promote to Professor
Steven Simske	Mechanical Engineering	Grant tenure

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<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Subhas Venayagamoorthy	Civil and Environmental Engineering	Promote to Professor
Qiang (David) Wang	Chemical and Biological Engineering	Promote to Professor
<b>College of Health and Human Sciences</b>		
Christine Fruhauf (Bubien)	Human Development and Family Studies	Promote to Professor
Shelley Haddock	Human Development and Family Studies	Promote to Professor
Rachel Lucas-Thompson	Human Development and Family Studies	Grant tenure and promote to Associate Professor
Benjamin Miller	Health and Exercise Science	Promote to Professor
Nathaniel Riggs	Human Development and Family Studies	Promote to Professor
Lauren Shomaker	Human Development and Family Studies	Grant tenure and promote to Associate Professor
Cerissa Stevenson	School of Education	Promote to Associate Professor (special appointment)
Rodolfo Valdez Vasquez	Construction Management	Grant tenure and promote to Associate Professor
<b>College of Liberal Arts</b>		
Katherine Abrams	Journalism and Media Communication	Grant tenure and promote to Associate Professor
Joel Bacon	School of Music, Theatre and Dance	Promote to Professor
Dan Beachy-Quick	English	Promote to Professor
Elissa Braunstein	Economics	Promote to Professor

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<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Courtenay Daum	Political Science	Promote to Professor
Thomas Dunn	Communication Studies	Grant tenure and promote to Associate Professor
Harrison Fletcher	English	Grant tenure and promote to Associate Professor
Eric Hollenbeck	School of Music, Theatre, and Dance	Promote to Professor
Matthew MacKenzie	Philosophy	Promote to Professor
Stephanie Malin	Sociology	Grant tenure and promote to Associate Professor
Rosa Martey	Journalism and Media Communication	Promote to Professor
Kathleen McShane	Philosophy	Promote to Professor
Michael Pante	Anthropology	Grant tenure and promote to Associate Professor
Kyle Saunders	Political Science	Promote to Professor
Elizabeth Tropman	Philosophy	Promote to Professor
<b>College of Natural Sciences</b>		
Jeffrey Achter	Mathematics	Promote to Professor
Daniel Cooley	Statistics	Promote to Professor
Deana Davalos	Psychology	Promote to Professor
Jennifer DeLuca	Biochemistry and Molecular Biology	Promote to Professor
W. Christopher Funk	Biology	Promote to Professor
Sudipto Ghosh	Computer Science	Promote to Professor

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<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Daniel Graham	Psychology	Grant tenure and promote to Associate Professor
Kimberly Henry	Psychology	Promote to Professor
Shane Kanatous	Biology	Promote to Professor
Shrideep Pallickara	Computer Science	Promote to Professor
Matthew Rhodes	Psychology	Promote to Professor
Joseph von Fischer	Biology	Promote to Professor
Jessica Witt	Psychology	Promote to Professor
Mingzhong Wu	Physics	Promote to Professor

**College of Veterinary Medicine and Biomedical Sciences**

Zaid Abdo	Microbiology, Immunology, and Pathology	Grant tenure
Myra Barrett Frisbie	Environmental and Radiological Health Science	Grant tenure and promote to Associate Professor
Bradley Borlee	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Pedro Boscan	Clinical Sciences	Promote to Professor
William Brazile	Environmental and Radiological Health Science	Grant tenure
Mercedes Gonzalez-Juarrero	Microbiology, Immunology, and Pathology	Promote to Professor (special appointment)
Angelo Izzo	Microbiology, Immunology, and Pathology	Promote to Professor (special appointment)
Catriona MacPhail	Clinical Sciences	Promote to Professor (special appointment)
Sheryl Magzamen	Environmental and Radiological Health Science	Grant tenure and promote to Associate Professor

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<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Candace Mathiason	Microbiology, Immunology, and Pathology	Promote to Associate Professor
Jennifer McLean	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Yvette Nout-Lomas	Clinical Sciences	Grant tenure and promote to Associate Professor
Diane Ordway	Microbiology, Immunology and Pathology	Grant tenure
Brian Scansen	Clinical Sciences	Grant tenure
Lauren Sullivan	Clinical Sciences	Grant tenure and promote to Associate Professor
Linda Vap	Microbiology, Immunology, and Pathology	Promote to Associate Professor (special appointment)
<b>Warner College of Natural Resources</b>		
Stuart Cottrell	Human Dimensions of Natural Resources	Promote to Professor
Mevin Hooten	Fish, Wildlife, and Conservation Biology	Promote to Professor
Kelly Jones	Human Dimensions of Natural Resources	Grant tenure and promote to Associate Professor
Yu Wei	Forest and Rangeland Stewardship	Promote to Professor

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**P&T Statistics**

- 85 total candidates
- 3 Associate Professor
- 28 Associate Professor with Tenure
- 47 Professor
- 0 Professor with Tenure
- 6 Tenure only
- 1 Denials

\*\*\*\*\*  
 2017: 85 total candidates  
 2016: 75 total candidates  
 2015: 57 total candidates  
 2014: 51 total candidates  
 2013: 89 total candidates  
 2012: 80 total candidates  
 2011: 80 total candidates  
 2010: 52 total candidates  
 2009: 55 total candidates  
 2008: 67 total candidates  
 2007: 60 total candidates  
 2006: 65 total candidates  
 2005: 45 total candidates  
 \*\*\*\*\*

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REPORT: Annual Faculty Performance, Promotions and Post Tenure Review CSU-Pueblo

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

INTRODUCTION

The report summarizes major actions taken during the 2017-2018 academic year in relation to that policy.

**REPORT ON FACULTY ACTIVITY FOR AY 2017-2018**

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

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2017-2018 indicate that the vast majority of Colorado State University-Pueblo faculty are performing at or above the expectations for their assignments.

**I. PROCESS FOR FACULTY HIRES**

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

All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and, typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and

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applications, and, typically, contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.

Applicants are asked to provide a letter of interest, résumé (curriculum vitae), evidence of excellent teaching performance and names of references and/or letters of recommendation.

A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty from other disciplines sometimes are named to the search and screen committee in order to promote diversity or to represent the teaching interests of related fields.

Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone or online video interviews with the top candidates.

The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

## **II. ANNUAL PERFORMANCE REVIEWS**

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

dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval. Starting in the AY 2018-2019 visiting and adjunct faculty performance reviews also will be conducted annually within the department, with reports forwarded to the dean's office for review. These reviews will inform professional development and faculty assignments to maintain academic quality.

For the calendar year 2017, 138 tenured and tenure-track faculty members were reviewed.



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(For CY2016, 130 tenured and tenure-track faculty were reviewed; For CY2015, 122 tenured and tenure-track faculty were reviewed; in CY2014, 124 were reviewed.) This number includes department chairs.

The outcomes are tabulated below:

	Tenure-track (untenured) faculty	Tenured faculty	Total
Exceptional	4	13	17 (12.3%)
Exceeds expectations	18	54	72 (52.2%)
Meets expectations	15	31	46 (33.3%)
Below expectations	1	2	3 (2.2%)
Unsatisfactory	0	0	0 (0%)

(The comparable outcomes the past two years were 14% and 8% exceptional performance, 55% and 66% exceeds expectations, and 31% and 25% meets expectations, respectively.)

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

### III. REAPPOINTMENT

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

### IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2017-2018. Twelve faculty requested promotion and/or tenure.

Academic Unit*	Tenure only	New Appointments with Tenure	Promotion to Associate only	Tenure & Promotion to Associate**	Promotion to Full	Tenure & Promotion to Full	Denied	Total Actions

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CEEPS	0	0	0	0	1	0	0	1
CHASS	0	0	0	3	3	1	0	7
CSM	0	0	0	2	1	0	0	3
HSB	0	0	0	0	0	0	0	0
Library	0	0	0	0	1	0	0	1
<b>COLUMN TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>12</b>

\*-See key for acronyms at end of section V in this report

\*\*-Tenure and promotion counted as two separate actions

## V. COMPREHENSIVE REVIEW OF TENURED FACULTY

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

In the past academic year (2017-2018), 15 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

### AY 2017-2018 Comprehensive Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	2	1	1
CHASS	6	6	0
CSM	2	2	0
HSB	4	3	1

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Library	1	1	0
<b>Totals</b>	<b>15</b>	<b>13</b>	<b>2</b>

\* See key for acronyms below.

Key:

Colleges

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

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## VI. FACULTY WORKLOAD

The chart below is an update from material submitted for the August 2015, 2016 and 2017 Board of Governors meetings. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

### CSU-Pueblo FACULTY WORKLOAD

	2013*		2014*		2015*		2016*		2017*	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	15	17	16	17	16	16.5	16	17.5	14	16
UG FTE/IPEDS Instructional Faculty	29.86	26.55	33.82	24.80	30.81	23.41	30.74	22.99	25.70	23.20
UG Degrees/IPEDS Instructional Faculty	5.99	5.95	6.85	5.35	6.05	5.60	5.22	5.62	NA	NA
GR FTE/IPEDS Instructional Faculty	5.88	3.19	7.14	3.22	8.65	3.23	9.23	3.22	6.28	3.79
GR Degrees/IPEDS Instructional Faculty	0.85	1.12	0.81	1.30	0.74	1.17	0.58	1.22	NA	NA
Research Exp./IPEDS Instructional Faculty	<b>1,251</b>	3,076	<b>11,072</b>	2,624	<b>8,528</b>	3,479	<b>21,345</b>	4,355	NA	NA

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

Source: All variables are directly from IPEDS.

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

#### Operational Definitions:

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

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

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

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

**GR Degrees/IPEDS Instructional Faculty:** Computed as (graduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty), using master's degrees only.

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

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The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set. The ratio of undergraduate degrees awarded per (tenured and tenure-track) faculty member has been above the median of the peer set for the several years, but dropped below the peer median in 2016. The graduate degrees awarded per faculty member ratio is smaller and remains below the peer set median; for graduate degrees, this is in part because many graduate students are non-degree-seeking teachers, taking classes for professional development.

## VII. FACULTY COMPENSATION COMPARISONS

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

The table on the follow page shows that CSU-Pueblo faculty salaries are below the peer averages for each rank. On average, in academic year 2017-18, CSU Pueblo professors earned \$10,782 less than their peers, associate professors earned \$13,281 less, and assistant professors earned \$10,672 less. This trend has been consistent for each of the past three academic years shown in the table, although the disparity decreased somewhat in 2017-18. Targeted equity adjustments and more broad cost of living adjustments began midway through AY2016-2017, which would not be reflected in the IPEDS data for 2016-17. Further equity adjustments and cost of living increases in July 2017 have mitigated some of the disparities with peers in 2017-18.

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

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

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

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## Faculty Salaries - Board of Governors Peer Group

Institution	AY 2017-2018						AY 2016-2017						AY 2015-2016					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
California State University-Stanislaus	125	103801	48	87884	80	76674	119	98941	46	85136	80	73232	119	93039	47	79016	65	69295
Colorado State University-Pueblo	42	83287	47	63160	58	56820	44	80109	45	61101	52	53992	43	81478	53	61766	39	53720
Emporia State University	73	73547	57	65371	81	61627	71	73024	69	63318	69	62098	66	70545	74	58698	69	59267
Midwestern State University	40	91756	76	77190	96	65767	40	92308	70	76861	100	64572	40	91618	69	76586	100	63821
Missouri Western State University	43	76785	51	62813	92	55562	45	76700	56	64373	86	55219	43	78073	58	62001	83	54603
The University of Tennessee-Martin	79	81697	78	69475	53	63241	77	81056	72	68555	60	60748	84	78630	67	66049	66	59603
The University of Texas at Tyler	61	98344	79	83729	86	69828	53	97988	70	80666	97	71934	54	98795	73	78947	105	69438
University of Colorado-Colorado Springs	82	107791	81	86019	95	74661	79	106270	73	84501	77	75348	79	105033	80	80735	80	75117
University of Michigan-Flint	43	117733	88	84813	93	80418	42	117581	78	81769	97	78195	39	115854	74	81650	96	75401
University of South Carolina-Upstate	43	83731	57	66150	56	60065	35	75997	58	64176	67	59434	27	72166	53	62479	39	57420
Washburn University	78	95808	51	71769	69	61127	85	93522	50	70036	69	60442	84	97223	58	72759	64	60858
Averages of peers	66.7	94069	66.6	76441	80.1	67492	64.6	92075	64.2	74180	80.2	66722	63.5	90741	65.3	72218	76.7	65339
<b>CSU-Pueblo as % of peer average</b>		<b>88.5%</b>		<b>82.6%</b>		<b>84.2%</b>		<b>87.0%</b>		<b>82.4%</b>		<b>80.9%</b>		<b>89.8%</b>		<b>85.5%</b>		<b>82.2%</b>

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CSU-Pueblo as % of peer median	88.8%	84.8%	88.1%	86.2%	83.2%	85.2%	88.2%	82.7%	86.2%
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Note-IPEDES salaries include faculty on 9, 10, 11, or 12-month contracts. Our peers are predominately on 9-month contracts. Average salaries of peers are weighted by # of faculty.

\*-Augusta State University no longer exists, having merged with Georgia Health Sciences University to form Georgia Regents University.

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### VIII. FACULTY DEMOGRAPHICS

The ten most recent years of faculty rank and demographic data are summarized in the table below. The number of tenured and tenure-track faculty has ranged from 120 in 2014-15 to 149 in 2011-12. Since the 2014-15 low, there has been a small increase in tenure and tenure-track faculty. The total full-time faculty has a more restricted range, from 180 in 2014-15 to 199 in 2013-14.

Full-time faculty by rank, gender and ethnicity

Academic year	Professor	Associate Professor	Assistant Professor	Total tenured or tenure track	total full time faculty*	Men	Women	minority**
2017-2018	45	47	41	133	196	104	92	40
2016-2017	47	45	32	124	182	95	87	40
2015-2016	45	53	27	125	181	97	84	42
2014-2015	44	51	25	120	180	99	81	39
2013-2014	45	55	36	136	199	110	89	41
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36
2008-2009	46	40	49	135	185	93	92	34

\*-includes visiting faculty and lecturers

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

The percentage of female full-time faculty has fluctuated over the past ten years, but has been within 45% to 50%. The rate of minority full-time faculty has increased over the ten year span, accounting for 20% or more of the faculty since 2011-12. In addition, the table below provides further depth to the data, with breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

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

Academic Year	Professor		Associate Professor		Assistant Professor		Total men	Total women	Total minority*	Total faculty
	Men	Women	Men	Women	Men	Women				
2017-2018	30	15	27	20	20	21	77	56	31	133
2016-2017	31	16	25	20	14	18	70	54	31	124
2015-2016	31	14	27	26	16	11	74	51	29	125
2014-2015	30	14	25	26	16	9	71	49	30	120
2013-2014	34	11	26	29	22	14	82	54	33	136



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2012-2013	35	11	22	25	27	24	84	60	35	144
2011-2012	36	13	20	22	27	31	83	66	34	149

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

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

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REPORT: Annual Faculty Activity Report CSU-Global Campus

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU-Global Campus.

Colorado State University-Global Campus has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2018 faculty evaluations and an overview of faculty characteristics.

## Faculty Activity Report

### Faculty Overview

CSU-Global uses primarily part time faculty who are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services. The Fall 2017 IPEDS data is reported below. From the IPEDS reporting timeline to the end of the academic year, CSU-Global increased the active part time faculty count from 497 to 535 with 28.8% (increase of 1.1%) of faculty from under-represented minorities and 17% with military backgrounds.

### Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses
- Additional criteria for programs under specialized accreditation
- Program Managers and Program Chairs of appropriate school work together to properly credential faculty

### Recruitment and On-boarding

- 12-week Initial application and training process
  - Application screening and interview with faculty recruiter and Program Chair
  - FCC100 3-week Instructor Training Course
  - Mentored/supervised teaching of first online course

### Team of Professionals and Peers:

- Facilitators: Onboard candidates, lead Faculty Certification Courses (FCC), assist in creating training materials
- Faculty Mentors: Cohort Mentors in each program who guide, assist, and align processes across programs
- Specialized Staff: Content experts in their areas
- Faculty Meetings: university-wide and individual program meetings at scheduled intervals throughout the year

### Training and Development:

- Core training to support instruction across the institution, alignment of faculty processes and instructional expectations
- Succession training and opportunities to be involved as Career Coach, Committee Membership, Content Expert, Reviewer, Lead Faculty member, and Program Coordinator
- Specialized training i.e.,- adaptive technology & third party technology, assessment, publishing
- Program specific support training, just in time webinars i.e., - low enrollment courses, fair use, Connect, etc.
- Faculty Development Grants program

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### **Performance:**

- Monthly course checks by mentors to provide guidance and support based on a rubric reflective of CSU-Global instruction and engagement expectations
- Monitored through the Faculty Management System (FMS) and Peer Mentors
- Investigation and resolution of student comments, Course Evaluations, and complaints
- Ongoing peer faculty mentoring assessments to measure knowledge of expectations and policy

### **Compensation**

- Teaching Assignments undergraduate: For faculty with a terminal degree, compensation starts at \$350 for the first student and reaches a maximum of \$3,500 for 26 students. In June, 2016, CSU-Global adopted a new graduate compensation model that caps courses at 18 students and ranges from \$375 for the first student to \$3,044 for 18 students
- Content Development and Course Editing; Varies - up to \$3,400 for a new course
- Non-Instructional Service e.g. Committee and Task Force service, data and program reviews et. al.: Varies based on type and amount of work

### **Non-Instruction Opportunities**

- Faculty training courses
- Peer Mentors
- Course Development
- Course Review and Editing
- Committee and Task Force Leadership and Participation
- Data Analysis for Process Improvement
- Department Input for Content and Process Improvement (e.g. students services and resources, career center, surveys, etc.)
- Work that needs 360 input, strategy development, and faculty-related matters
- Professional development funding

### **Annual Faculty Satisfaction Survey, Fall 2017 (includes strongly agree and agree)**

- 96% feel supported by their Mentor
- 98% feel that they are a valued member of the CSU-Global community
- 99% feel they receive helpful information from their Program Chair
- 98% feel CSU-Global supports their professional development
- 95% feel that overall, they are satisfied with CSU-Global

### **Student Evaluations of Faculty**

This academic year, the average faculty rating by students was a 3.6 out of a 4.0 scale with:

- 90% of students overall satisfied with the course instructor
- 92.4% of students agreeing the instructor actively facilitates meaningful discourse in the discussion forum

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- 93.1% of students agreeing the instructor shares relevant field or scholarly information that increases understanding of the course material
- 90.53% of students reporting instructors provide detailed and personalized feedback on course assignments

### Faculty Counts as Reported to IPEDS

	Fall2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
<b>Total Faculty</b>	<b>497</b>	<b>454</b>	<b>446</b>	<b>429</b>	<b>395</b>	<b>273</b>
Accounting	9%	10%	9%	8%	9%	9%
Applied Social Sciences	2%	5%	4%	4%	4%	5%
Communications	3%	3%	4%	4%	6%	4%
Criminal Justice	5%	4%	5%	6%	5%	5%
Emergency Management/Homeland Security	-	2%	1%	2%	2%	1%
Finance	3%	2%	2%	2%	2%	2%
General Education	15%	13%	15%	14%	14%	19%
Healthcare Management	8%	7%	7%	6%	7%	5%
Human Resource Management	5%	3%	2%	2%	-	-
Human Services	2%	2%	1%	1%	1%	-
Information Systems Management	2%	2%	2%	2%	-	-
Information Technology	9%	8%	8%	8%	8%	7%
Management	13%	13%	15%	15%	16%	17%
Marketing	3%	4%	4%	4%	4%	4%
Organizational Leadership	11%	12%	13%	13%	13%	15%
Project Management	5%	4%	3%	4%	3%	-
Public Management	1%	1%	1%	1%	1%	2%
Teaching and Learning	4%	5%	4%	-	-	-

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

Faculty Demographics - Fall 2017			
Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	16	6	4.4%
Asian	19	5	4.8%
American Indian/Native Alaskan	1	4	1.0%
Black or African American	31	34	13.1%
Hawaiian/Other Pacific Islander	0	0	0.0%
Two or More Races	0	0	0.0%
White	200	159	72.2%
Unknown	12	10	4.4%
<b>Total Adjunct Faculty</b>	<b>279</b>	<b>218</b>	<b>497</b>

Data above are those data reported to IPEDS and include faculty counts through November 1, 2017. Current percentage of Racial/Ethnic minorities (without including unknown category) is 23.4%.

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<b>Faculty Work Load AY 2018</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	25,266	55	<b>459</b>
<b>Applied Social Sciences</b>	4,614	9	<b>513</b>
<b>Communications</b>	8,049	24	<b>335</b>
<b>Criminal Justice</b>	8,859	31	<b>286</b>
<b>Finance</b>	7,314	16	<b>457</b>
<b>General Education</b>	35,266	82	<b>430</b>
<b>Healthcare Management</b>	20,817	48	<b>434</b>
<b>Human Resource Management</b>	13,116	28	<b>468</b>
<b>Human Services</b>	5,085	15	<b>339</b>
<b>Information Systems Management</b>	7,272	16	<b>455</b>
<b>Information Technology</b>	21,891	49	<b>447</b>
<b>International Management</b>	1,632	5	<b>326</b>
<b>Management</b>	28,845	68	<b>424</b>
<b>Marketing</b>	7,995	18	<b>444</b>
<b>Organizational Leadership</b>	28,504	61	<b>467</b>
<b>Project Management</b>	12,824	24	<b>534</b>
<b>Public Management</b>	2,025	4	<b>506</b>
<b>Teaching and Learning</b>	6,933	24	<b>289</b>
<b>Grand Total</b>	<b>245,575</b>	<b>577</b>	<b>576</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2017.*

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

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



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

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

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

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

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

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

Board of Governors of the  
Colorado State University System  
August 10, 2018  
Report Item

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

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

# Section 13

## *CSU-Pueblo Campus Reports*

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



## Colorado State University – Pueblo

### Associate Student Government

#### August Board of Governors Report

##### Mission:

- The Associated Students' Government of CSU-Pueblo is dedicated to advocating on behalf of students and their concerns, bridging the gap between faculty and student leaders. As well as establishing a productive and dynamic learning environment. ASG will serve as a liaison for students to staff, faculty and administration. It is our mission as representatives for the student body to create a positive and conducive collegiate atmosphere that will establish a strong personal and professional foundation that will propel students into a successful future

##### Internal:

- The Associated Students Government has had many *different* leaders over the years of which we value. Everyone has brought new initiatives, goals, strategies, and opportunity to ASG as a whole. In order to effectively assist the student body in their different goals and aspirations, we have to internally structure ASG successfully. This summer we were employed with reconstructing our Constitution and Policy Manual, creating a set list of projects for AY 18-19, leadership development training, as well as reorganizing the positions within our office.
  - Our ASG Constitution and Policy Manual seems to be updated every year with different administrations. Students at CSU Pueblo and ASG members can alter these documents through bills presented to the Senate. Recently, we discovered outdated operations and procedures that limited student performance within ASG. Because of this we have constructed a new and improved Constitution and Policy Manual to present to our Senate for ratification.
  - ASG hosts a set list of projects to be completed each year allowing its members to construct, organize, and execute their own projects. ASG also creates temporary ad hoc committees to oversee these projects. Typically the ideas we assign to these committees have been student driven, roll over projects from

previous administrations, or passionate ideas we've heard internally of our members.

- Within ASG we currently have various traditions we host for the student body and we only enhance the execution every year! We host different events to engage our student body, community, and also our alumni. One event coming up soon that we are very proud of is our Alumni Tailgate Bonfire. Here is where current students and ASG members can meet with the alumni and create that networking culture. We pride ourselves on our alumni as they have entered the community with the same charge they received from ASG; "to create a positive and conducive atmosphere that will establish a strong personal and professional foundation".
- This summer five ASG members were given the opportunity to enhance their leadership skills by attending a NACA Leadership and Development event in Orlando Florida. The knowledge and guidance taken away from this event will help ASG reach new summits on campus in regards to student outreach and new traditions.
  - *Ex: Spring Formal, Parade of Lights, Graduation Statues....ETC*
- ASG would like as much student participation and involvement as possible. We have our positions structured to tailor our campus environment. Recently, we've created several new positions to assist with better operating, accounting for more students, and involving more students. We've created the Chief of Staff, 2 more Senator At-Large, Executive Director of Finance & Administration, and an Executive Director of Diversity & Inclusion. We as a team we feel these positions will assist the university in the #VISION2028 process, along with advocating for the student body.

## External:

- The Associated Students' Government believes in direct involvement with our student body. This is accomplished through cross organizational collaboration on campus in multiple events, sponsoring club activities, and assisting with campus-wide committees. ASG's 20+ members are assigned to different divisions within the University, personally situated for their own strengths or specific field of study. For AY 18-19, ASG will have a stronger presence at our annual PackFest event, attend committee meetings on behalf of students, and enhance our transparency with the community and student body.
  - Yearly, our Student Engagement and Leadership office hosts Packfest. This is a welcome event for our new students, along with an involvement fair for our current students. ASG sponsors this event financially through allocations from our annual budget. ASG also assists Packfest by volunteering its members as event workers to increase efficiency.

- Different University wide committees over the years have reached out to the Associated Students Government in order to obtain student representation. The University has charged ASG with sitting on more than 45 different university committees. Here is where we vote on different topics, speak on behalf of the students, and really express the feelings of the student body to the administration.
- This summer we have already had the pleasure to aid in the University's visioning process #VISION2028 by sending three ASG members to the CSU-Todos Santos Center. The purpose of bringing ASG members was to obtain student input in regards to how to use the center effectively as a university in the future. This was an incredible opportunity for these three students to gain insight of the University's vision involving the facilities, while at the same time improving their professional development.
- To effectively serve the University and community, we need our constituents to understand the operating functions of our department. Aside from personal information and other items deemed confidential, we are more than happy to share that. Our agendas, minutes, Constitution, Policy Manual, and other governing sources are posted online and in our office for the public. Collectively, ASG will collaborate on different topics, come to a consensus to deliver one structured idea to the student body.

### **In Closing:**

- We have a strong vision and hope for the future of the Associated Students' Government! As our University employ's new leadership and initiates new goals, ASG is excited to get involved and provide a positively strong student perspective. Internally, we have structured ourselves to be mindful with the Students' goals first. As a governing body on campus, ASG serves to make sure every student has the necessary means and comfort to succeed on campus. Externally, our presence on campus seems to grow every year as we gain new leadership! As the academic year begins, we know we have employed the University's best student representatives to carry out the mission of ASG! This is going to be an incredible year for CSU-Pueblo. ASG will be present, heard, and generate positive change on campus. GO PACK!



Colorado State University System  
Board of Governors

CSU-Pueblo Faculty Representative Report  
submitted by Susan Belport  
July 30, 2018

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**1. Limited report/ new representative (Susan Belport accepted role on July 19, 2018)**

*No Faculty Senate Meetings since the last BOG report. Faculty Goals submitted to the BOG during summer 2017 by David Volk attached at the end of this report; will be evaluated, updated and submitted by Susan Belport for the fall 2018 BOG meeting,.*

**2. Doctor Nursing Practice (DNP) Degree: Higher Learning Commission site visit June 18 and June 19, 2018**

*HLC site visitors met with: CSU-Pueblo administration, School of Nursing (SON) and Hasan School of Business graduate Deans, Directors and faculty, university resources (Information Technology, Library, Financial Services, etc.), current master's nurse practitioner students, clinical practicum preceptors, and potential doctorate nursing students. The HLC site visitors provided positive feedback to all participant groups related to the Doctor of Nursing Practice (DNP) curriculum plans, prepared course documents and the support from the community representatives in attendance supporting CSU-Pueblo. The university expects to receive HLC notification during the fall 2018 semester.*

*Other new university programs: at various levels of HLC approval and program start dates.*

**4. Fall 2018 Convocation Plan:**

*Vision progress with opportunities for faculty input, faculty development activities and other updates*

**Colorado State University System  
Board of Governors**

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

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

**Short-Range goals**

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

(over)

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

**Long-Range goals**

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



OFFICE OF THE PRESIDENT  
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 (719) 549-2306 Fax: (719) 549-2650

DATE: August 1, 2018  
 TO: Colorado State University System Board of Governors  
 FROM: Timothy Mottet  
 SUBJECT: President's Report for July 2018

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

### Enrollment Projections for Fall 2018 (Priority 5)

The Fall 2018 headcount goal was 4,075, and internal goals were set for key student populations, including slight freshman growth and better persistence of all continuing students, with benchmark checkpoints set throughout the enrollment cycle. The goals were contingent on significantly improved retention and persistence from Fall 2017 to Spring 2018, which did not materialize, as well as improved retention of continuing students for Fall 2018 and increased new student numbers in key populations.

The July 23 enrollment report was more positive than what we have seen in recent weeks. Total headcount is down year-to-date by 6%, or 208 students, compared with this date last year; FTE is down 6.9%, or 207. The past few weeks have demonstrated the volatility of enrollment at this time of year – FTE was down by more than 10% only one week ago. New student enrollment is trending downward slightly, except within the transfer population, which is up by about 30 students. However, projections from our enrollment partner, Capture HigherEd, is suggesting that actual yield on our freshmen population could be as much as 8-10 percentage points higher than last year, which would mean we would anticipate more of this smaller number actually showing up on campus in August. Continuing student enrollment is down by 163 year-to-date; however, preliminary indicators are that our freshman cohort retention rate has improved significantly. The current FTFTF retention rate for 2017 is 67.5%, compared to a final rate of 63% last year. Our goal for this year is 67%, so we are currently surpassing that goal. The bulk of the issue related to continuing students come from other class levels and is also due to a larger than normal senior class and graduation rate this year – to date, 857 degrees have been conferred, compared with the 800 target.

The enrollment team is still working to enroll both new and continuing students for fall, including outreach to potential students who are not yet enrolled but are active on our website (based on Capture tracking data) and the traditionally late-enrolling local market that is seeing increased marketing and brand presence in the community with our marketing campaign.

There are indicators that enrollment may continue to trend upward, but we are currently using projections of decreases between 6.2% and 7.3% for planning purposes.

### **Financial Impact on FY19 Budget (Priority 5)**

Based on the preliminary enrollment information, the annual E & G budgetary impact could range from \$2.2 million to \$2.6 million. This estimate is based on the following analysis:

The July 23, 2018, enrollment update indicates that enrollments for Fall 2018 are lagging significantly relative to enrollments at this time last year for Fall 2017. Year-to-date enrollments are down by 207.3 FTE, which equals a 6.9% reduction compared to last year. CSU-Pueblo budgeted for flat enrollment in FY 2019. To the extent that FY 2019 enrollment is less than enrollment for FY 2018, budgetary adjustments will be required.

Many variables are unknown at this stage of financial planning. Notably, a number of students will register between now and September. At this time last year, only 88% of students had enrolled. The fall-to-spring “melt”, the mix of resident vs. WUE and non-resident students, and summer 2019 enrollments are among the numerous compounding factors that make accurate monetary estimates nearly impossible. Because of these uncertainties, CSU-Pueblo’s financial estimates are very preliminary at this point.

Despite the data limitation, two potential budgetary scenarios were analyzed based on the disappointing year-to-date enrollments: (a) a scenario in which Fall 2018 enrollment is down by 205.5 FTE. This scenario could result in a potential annual shortfall of \$2.2 million in E & G funds; and (b) a scenario in which Fall 2018 enrollment is down by 7.3%. This scenario could result in a potential annual shortfall of \$2.6 million in E & G funds.

### **Aligning Expenses with Revenues (Priority 6)**

We have formed a budget advisory group including 25 campus leaders. This group meets every other week and works through an agenda designed to align expenses with revenues to accomplish three goals: Balance the FY18 budget; Strategically reallocate resources to meet critical campus needs; and Identify ways to enhance revenues to strategically grow the university.

Through shared governance and numerous conversations, we have reduced the gap to \$600,000. With additional conversations, we feel confident in our ability to close the gap. We have developed Phase I and Phase II initiatives.

Phase I Initiatives (Can be completed between now and start of semester)

We have made the following decisions:

- Reduced salary increases from 3% COLA to 1% COLA to begin January 2019
- Budgeted savings from grant funded positions
- Increased utilization of ICR funds for faculty compensation
- Reduced financial aid distributions due to lower enrollment
- Reduced adjunct expenditures through trimming Fall 2018 course offerings

Phase II Initiatives (Will be implemented during Fall 2018 semester to help with FY20 budget preparation)

Leverage system resources and programs  
 Eliminate 3 positions  
 Incentivize retirements  
 Evaluate faculty and staff workload  
 Renegotiate contracts  
 Integrate IT solutions to enhance productivity

We are keeping campus community fully engaged during the summer through a four-part communication process:

1. Video Memos every other week
  - Video Memo One <https://youtu.be/SBrq05wRKus>
  - Video Memo Two <https://youtu.be/m80L4BMrTQg>
  - Video Memo Three <https://youtu.be/Gma9aRVXFHE>
2. Memos (when needed) to explain and nuance information presented in video
3. Open office hours every other week
4. Commitment to responding to all emails in a timely manner

### **Reallocating Resources: Staffing Enrollment Management (Priority 5)**

Our enrollment partner, Capture HigherEd, advised us to make internal changes to address weaknesses they felt kept us from being able to harness the full potential of their services. Those related to limited staffing for areas including campus marketing, admissions-specific communications and CRM operations, and strategy. In many cases, the only backup personnel for critical enrollment activities are the Vice President or Director, which is evidence of unsustainable leanness, if growth is the desired outcome.

We have recently

to fund two new critical positions:

*Operations Specialist.* This position will be housed within Admissions and assist with the development and delivery of key communications. This will allow the office to be more responsive to both ad hoc communication needs from throughout campus with prospective students (e.g. MAESTRO, housing, orientation, academic departments) and to request feedback from our external enrollment partner and other vendors. We have been unable to take full advantage of the services offered by Capture HigherEd because we had no one who could focus on the planning, development, and delivery of admissions communications. The new person will meet these “high-touch” needs.

*Associate Vice President of Enrollment Services.* This position will report to VP Chrissy Holliday whose portfolio has been expanded due to our moving marketing and communication (former External Affairs) under her umbrella to ensure all marketing and communications support enrollment management. The AVP will provide strategic direction to the following units: Admissions, Student Financial Services, Registrar, Military & Veteran Success Center, and Center for International Programs. The AVP will establish enrollment goals for each of these sub-populations of students and then drive enrollment strategy to reach goals as well as look for opportunities to grow enrollment with a longer-term focus. In addition, the AVP will assist the VP with the development and implementation of vision, strategies, and policies for the division that reflect commitment to enrollment success, a superlative student experience, coordination with the academic units, and a connection with the community that supports college access and a larger university-going culture within the University’s service area.

## Update on Visioning Process (Priority 2)

On May 7, 2018, Dr. Donna Souder Hodge, Special Assistant to the President for Visioning, launched the visioning campaign across our campus community. The work began with appointment and Cabinet approval for an interdisciplinary, campus wide Steering Committee (10 faculty/staff members) and the assembling of an even more diverse Working Group of employees who represent every unit on campus. Integrated #VISION2028 workshops with our University Leadership Team(s) were held in May, June, and July. Over the last two months, more than 340 employees of the university have completed a SWOT Analysis workshop and shared their feedback with Souder Hodge, who has made all documents available on our internally accessible server and/or on the updated [www.csupueblo.edu/VISION2028](http://www.csupueblo.edu/VISION2028) website. All work has been crafted and validated by the Steering Committee and Working Group.

In June, CSU-Pueblo engaged Entangled Solutions, a higher education consulting group, who have facilitated weekly feedback calls with the Steering Committee, and have helped to craft validation workshops, through which we will edit, delete, or enhance draft vision and mission concepts as part of Convocation Week 2018.

Souder Hodge has partnered with Pueblo County's Economic Development team, who has provided CSU-Pueblo comprehensive consumer and workforce *Tapestry Segmentation* data, analyzed by ESRI, pulled from 5 years of enrolled student address information (2013-2018). Stakeholder surveys of students, employees, alums, and community members were launched on July 17. Within just one week, we have collected over 650 responses.

By September 15, 2018, CSU-Pueblo will have a final vision, mission, and set of values that are inspirational, aspirational, and that map to the needs of our region. These will be shared with the Board in October. On September 26, the CSU-Pueblo University Leadership Team will participate in a "Future State Design" workshop, led by Entangled Solutions principals, during which we begin to brainstorm and validate the many ways in which our new vision and mission will map to necessary, sustainable, and scalable actions that allow us to better recruit, retain, graduate, and place students. We will work in order to create a slide deck and collateral piece to present at the Board of Governors in October 2018 and for internal communications with various and diverse stakeholder groups. By February 2019, we will bring an implementation plan and investment opportunities to the Board of Governors for feedback and consideration.

## New Program Implementation (Priority 5)

We have made considerable progress on new programs funded by CSU System funds. All five programs have been fully approved by CSU-Pueblo, the CSU System Board of Governors, and CDHE. Three of the programs have been approved by the Higher Learning Commission (HLC). Two others have pending HLC applications, with candidacy applications to their program accrediting bodies waiting to be submitted upon HLC approval. Please see the below summary chart.

- The Wildlife and Natural Resource Management program started in fall 2017 and one BS diploma was awarded in 2017-18. One visiting faculty member was hired to facilitate delivering this program and plans are to convert that to a full-time faculty hire for 2019-20. Currently over 40 students are enrolled in the program.
- The Early Childhood Education program starts fall 2018 and is designed predominately as a transfer program for students starting at a community college.
- The Doctor of Nursing Practice proposed program faculty hosted an HLC site visit on June 18-19

and are waiting on the visit report and final HLC action. A few courses are being offered in fall 2018 in anticipation of starting the program, with enrolled students aware of the status of the proposed program. A catalog supplement will be published upon HLC approval in fall semester 2018. An application for program accreditation through the Accreditation Commission for Education in Nursing (ACEN) will be submitted.

- The MS in Athletic Training proposed program is awaiting HLC action on approval. The plan includes a summer 2019 start date and inclusion in a catalog supplement in fall 2018. An application for program accreditation through the Commission for Accreditation of Athletic Training Education (CAATE) will be submitted. This program includes a 3+2 option for undergraduate majors.
- The approved Master of Social Work program is awaiting the Council on Social Work Education (CSWE) annual candidacy cycle for program accreditation, following the HLC approval notification received in April 2018. CSWE accreditation candidacy must be in place prior to offering the program, as accredited program credentials are required for employment of graduates in this field. Therefore the program start date will be August 2019.



**New CSU-Pueblo programs seeded with CSU-System funds  
Status Report July 2018**

<i>Program</i>	<i>HLC status Program accreditation, where applicable</i>	<i>Total CSU- System seed money</i>	<i>\$ invested to date as of 7/06/2018</i>	<i>Faculty and other hire or expenditures made to date</i>	<i>Start date for program</i>	<i>Student enrollment (declared majors and degrees conferred) as of 06/15/2018</i>
BS in Wildlife and Natural Resource Management	HLC Approved	\$129.5K	\$72,801	1 Visiting Assistant Professor Supplies	Fall 2017	Fall 2017 – 31 (1 degree earned) Spring 2018 – 40 Fall 2018 – 46
BS in Early Childhood Education	HLC Approved CDE licensure pending	\$64.2K	\$17,955	1 temp PT Admin Assistant	Fall 2018	NA
Doctorate of Nursing Practice (DNP)	HLC Pending after June site visit ACEN candidacy application waiting on HLC approval	\$340K	\$0		Planned for Fall 2018	NA
Masters in Social Work (MSW)	HLC Approved CSWE candidacy pending	\$115K	\$10,975	1 PT Classified Admin Assistant	Fall 2019	NA
MS in Athletic Training	HLC Pending CAATE candidacy application waiting for HLC approval	\$95K	\$6,811	1 PT Admin Assistant	Planned for Summer 2019	NA
Total		\$743,700	\$108,542			

## **PRESIDENT'S REPORT**

### **I. ACADEMIC EXCELLENCE**

#### **A. Cyberwolves earn fellowships with University of Arizona**

Colorado State University-Pueblo's designation as a NSA-CAE/CDE (U.S. National Security Agency-Center of Academic Excellence in Cyber Defense Education) and as a top 10 ranked cyber security team at the recent NCL (National Cyber League) national cyber security competition is drawing attention to CSU-Pueblo and generating graduate scholarships for their students. Two recent computer information systems (CIS) cyber security graduates, Joshua Greer (Fountain, Colorado) and Steven Ullman (Arvada, Colorado), have accepted fully paid graduate fellowships to the University of Arizona's AZSecure Cyber Security, Scholarship for Service (SFS) program funded by the National Science Foundation (NSF). The AZSecure Cyber Security Fellowship program is an integral part of the Management Information Systems program at the University of Arizona, which has been ranked as one of the top five Information Systems programs in the U.S. for the past 25 years, according to U.S. News and World Report (2018). CIS Associate Professor Roberto Mejias said that these two outstanding CSU-Pueblo students will join the top 1 to 5% of information technology graduates from outstanding U.S. universities in addition to the best I.T. students from Asia and India.

#### **B. Teacher Education students honored at Capitol**

Colorado State University-Pueblo Teacher Education students Candice Trujillo and Erica Switzer were selected for the Colorado Department of Higher Education's (CDHE) Future Educator Honor Roll and were acknowledged at a ceremony at the state capitol on May 2. In celebration of Teacher Appreciation Week, the ceremony recognizes outstanding students from Colorado's educator preparation programs. Switzer and Trujillo were nominated by CSU-Pueblo Teacher Education Program faculty and staff, who said in their nomination, "Erica and Candice are the embodiment of our mission, to develop teachers of quality and distinction. Both Erica and Candice are products of the Teacher Pipeline Project, an initiative with Pueblo City Schools to better recruit and retain teachers."

#### **C. Colorado State University-Pueblo Today, staff members win SPJ Region 9 awards**

The Society of Professional Journalists (SPJ) named the Colorado State University-Pueblo Today as the best non-daily university newspaper in Region 9. In addition, a number of Today staff members earned Mark of Excellence (MOE) awards in various categories. The Society of Professional Journalists recognizes the best collegiate

Board of Governors of the  
Colorado State University System  
Meeting Date: August 9-10, 2018  
Report Item

journalism in Region 9 with the 2017 Mark of Excellence Awards winners. SPJ's Region 9 includes Colorado, New Mexico, Utah and Wyoming.

## **II. STUDENT ACCESS AND SUPPORT**

### **A. University, County Partner on Internships**

The Honors Program at Colorado State University-Pueblo has partnered with Pueblo County on four internships within the Department of Economic Development and Geographic Information Systems (EDGIS). The student interns receive experience in economic development, Buy Local promotion, energy sustainability programs, and geographic information system skills.

### **B. Magallon Named Threlkeld Recipient as Top Senior**

Colorado State University-Pueblo has named Thais Magallon as the 2018 recipient of the Threlkeld Prize for Excellence. The seven finalists were selected from a pool of candidates compiled from nominations by CSU-Pueblo faculty and staff from various University departments. Named for the late Budge Threlkeld, a former administrator and professor, the award is presented to a graduating senior who demonstrates excellence in academic and co-curricular activities as well as in service to the University and to the community. The Threlkeld winner received a stipend as well as the first diploma during 2018 Commencement Ceremonies on Saturday, May 5 at the Colorado State Fair Events Center.

### **C. Alum Named to 2018 Jared Polis Foundation Teacher Recognition Awards**

A 2016 Colorado State University-Pueblo Teacher Education graduate has been named one of 10 outstanding educators in Colorado by the Jared Polis Foundation for their hard work and dedication. Madison Tortessi, an English/Language Arts teacher at Canon City High School, will receive a \$1,000 grant to be used for her technology needs in the classroom. She also will receive an iPad and an additional \$1,000 discretionary stipend to use at her disposal. She was the only teacher from Southern Colorado to be recognized.

## **III. DIVERSITY**

### **A. Visioning 2028 Announcements**

Colorado State University-Pueblo President Timothy Mottet announced the start of an innovative visioning process to prepare CSU-Pueblo for a new decade educating students from southern Colorado and beyond. On May 1, Dr. Donna Souder Hodge will make the transition from Director of the Center for Teaching and Learning, a position she has held

since 2015, to Special Assistant to the President for Visioning. According to Mottet, Souder Hodge will lead a team that will engage university and community stakeholders through a complex and transparent process to reimagine, validate, and operationalize a new vision, mission, and set of values for CSU-Pueblo. During this special assignment, Souder Hodge will lead a task force made up of creative, university and community thought leaders and will include comprehensive research, outside consultations, and ongoing dialogue provided through focus groups, open fora, and surveys. By August 2018, educators at CSU-Pueblo will be asked to provide feedback on draft concepts, and by October, final versions of the vision and mission will be created through a “check back” process that will include comprehensive validation from external experts who will provide recommendations for possible operationalization during spring 2019.

#### **IV. COMMUNITY OUTREACH**

##### **A. Boys & Girls Clubs of Pueblo County Summer Site**

For more than two decades, CSU-Pueblo and the Boys & Girls Clubs of Pueblo County have partnered to provide a variety of educational and recreational opportunities for members and CSU-Pueblo students as well as co-sponsor the Youth of the Year scholarship program for the last eight years. The Boys & Girls Clubs of Pueblo County currently has three sites--the Sangre de Cristo housing complex, Risley International Academy of Innovation, and McHarg Community Center at Avondale. The two organizations announced an expansion of their partnership with the opening of a Summer Only Site on the CSU-Pueblo campus. President Mottet said, “CSU-Pueblo is excited about this partnership. We believe it coincides well with the university’s intent to serve our local community and do our part to strengthen the university-going culture, so that one day every home in Pueblo will have a college or university diploma on the wall”.

##### **B. School of Nursing 5K Run for Suicide Awareness**

The School of Nursing at Colorado State University–Pueblo hosted a community 5k in partnership with the National Alliance on Mental Illness (NAMI) on Saturday, June 9 to spread awareness of suicide and suicide prevention within the Pueblo community. Funds also will be shared with the House Bill 1451, which provides funds for children who otherwise could not afford to participate in after school activities, and thus getting them involved in social peer interactions to promote support among the youth. The “Run for Life 5K” seeks to target and combat the high suicide rate among teens and youth within the Pueblo community by raising awareness through programs (funded by dollars raised) to help diminish the occurrences.

### **C. Community Baby Shower**

The Pueblo Early Childhood Council and the Colorado State University–Pueblo Nursing Department hosted new and expectant mothers to the 8th annual Community Baby Shower in June. This annual event provides an excellent opportunity for mothers and families to obtain necessary knowledge to raise children in a safe and nurturing environment.

## **V. RESOURCE MANAGEMENT**

### **A. Institute of Cannabis Research New Structure and Leadership Team**

The Institute of Cannabis Research (ICR) recently announced a new structure and leadership team.

In late April, Dr. Rick Kreminski informed the President of his intent to go back to the Math Department. Because of the sensitive and potentially controversial nature of the work done at the ICR, in early May, President Mottet formed a leadership committee to identify the challenges and opportunities facing the ICR as it evolves into a highly-regarded research facility. After numerous meetings and extensive discussions, the committee recommended a thoughtful, well-defined leadership model that provides a platform for the highest research protocols and standards while maintaining open communications channels with community stakeholders including educators, lawmakers, public health and safety officials and business leaders. The leadership committee defined the necessary qualifications for the ICR Director Position.

Dr. Chad Kinney, current Chair of the Chemistry Department, has accepted additional duties as the Director of the Institute of Cannabis Research. Utilizing his robust research experience and leadership abilities, Dr. Kinney is charged with identifying potential expansion opportunities for the ICR including interdisciplinary studies and programs, public-private-government partnerships and collaborations with other academic institutions. The Steering Committee and Community Liaison Board will provide guidance and support as Dr. Kinney manages the efforts of the to-be-named ICR Conference Chair as our institution continues to host world experts and leaders in cannabis thought and research. Under Dr. Kinney's leadership, the ICR journal is expected to publish its first edition in the fall of 2018.

# Section 11

## *Colorado State University Reports*

- Colorado State University Student Representative's Report
- Colorado State University Faculty Representative's Report
- Colorado State University President's Report
  - a. Extension Report



# Syron-Sullivan Board of Governor's Report

## LETTER FROM THE PRESIDENT

The other day I was reading the Student Fee Satisfaction Survey. Essentially, the survey goes into depth of all the Student Fee areas and gives students the opportunity to give feedback. When it got to ASCSU it largely commented on RMSMC and our funding of it. Other than that, there was one comment on how the Water Bottle Bill was a waste of money, a bill I wrote. Besides that, there was no mention of ASCSU. It is the perception that our funding of the school's newspaper is more noteworthy than the actual impact of the student government. With that, comes the need to completely restructure, rethink, and re-do ASCSU's mentality. Kevin and I are one-hundred percent focused on external goals.

## SUMMER GOALS AND PROGRESS

### TAILGATING

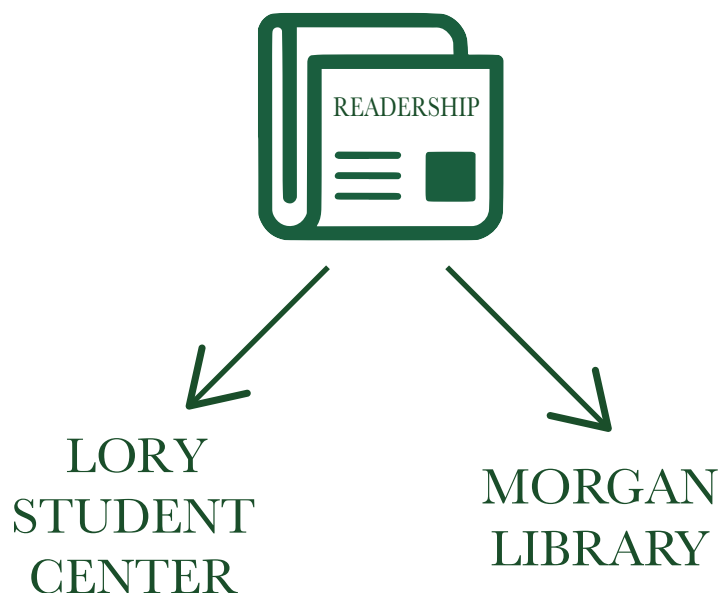
Last year, Student Tailgating events were a failure. Reading some reports from last year it is estimated we reached about 25% capacity. Student Tailgating takes place in the TILT parking lot, which isn't ideal, but there won't be movement on that this year. The lot is composed of 91 spots. I believe the lot wasn't as successful as it could have been for several reasons: marketing, registration process, and the individual student basis. Beginning with marketing, the prior year exclusively used ASCSU social media, with no additional outlets. Considering the logistics of just the Instagram account, we have about 1,200 followers. This sounds decent, until learning that it was created over 5 years ago. The 1,200 followers gained over the course of 5 years, leads me to believe that a large amount of these followers are alumni, and won't be joining us for student tailgating. Facebook has also been statistical

nightmare. Furthermore, there was little to no physical marketing. Additionally, from the information gathered in the shared drive and weekly reports, there is no evidence of collaboration with any other institutions, such as the Athletics Marketing Team. The path to fixing this begins with investing money into sponsoring the social media accounts. This will boost media following significantly. The Syron-Sullivan social media accounts are still active, as a supplement to ASCSU's social media accounts. Syron-Sullivan Instagram has an additional 650 active followers, and our active Facebook provides for a few hundred more active followers.



### READERSHIP PROGRAM

Syron-Sullivan effectively analyzed data to restructure the distribution of the New York Times, Denver Post and Washington Post to maximize student readership during the school year. By taking areas of high return, such as the new stadium where an average of 70 percent of papers dropped off, weren't being picked up, and moving them to the LSC and Library. This reorganization will increase the papers offered in high trafficked areas. We did a small study and found that the papers in the LSC were often out by 11 a.m. We hope that by redistributing students can get a paper well past noon, and cut back on wasted papers without any additional costs.



### RMSMC

We, with input from the Senate, managed to write an addendum to the RMSMC (Rocky Mountain Student Media Corporation) contract. With this, ASCSU managed to keep the word of the prior administration's promise of \$25,000. The total ask was \$64,000. ASCSU gave \$40,000 to cover all student minimum wage increases. In the end, an internal restructuring of personnel in the organization, by their CEO, left a surplus in their budget.



### BUDGETARY DELEGATION

In the first few months of office it has become known that ASCSU is considered an expected source of financing for many. Many organizations have come to us claiming we should give money to an event based on "tradition". I firmly believe that the logic of continuing an event for no other reason that 'we've done it before' isn't sufficient justification. This administration has required those asking for financing to meet more student-centered criteria to justify the expenditure. For example, Off-Campus Life has traditionally been given \$500 for the Ram Welcome Walk reading material. I negotiated with the director to include U+2 materials, as well as making it a talking point. I gave the money once more direct student benefit was addressed. This has set the standard that ASCSU is not a blank check, and the students money has been spent in a fiscally responsible manner.

# Tradition $\neq$ Financing

## STUDENT IMPROVEMENT = FINANCING



## U + 2 REFORMATION

We began the early stages of “U+2” reform. After a meeting with President Frank we successfully had the occupancy survey, which studies neighborhood quality, moved from the summer to the fall to increase student participation. This survey will now be released the first week of classes. Additionally, we’ve begun looking into the areas of concentration for the study. Those areas will experience intense canvassing on the subject of U+2. Marketing materials and a plan are currently being made to make this as successful as possible. ASCSU will be promoting a “ME + 3” movement. An article in Reuters expressed that renting rates are expected to increase by 21 percent in the next 6 years. Fort Collins is experiencing housing shortages. The ability to take the student renting populations, and concentrate it into less housing, opens up options for the community and could reduce costs for non-student populations. Further, in terms of community quality, the city has no substantive information to correlate with noise disturbances, over-parking, or any other common misconceptions. The city has no substantive research to suggest that there is any correlation between occupancy violations and noise, parking, and other violations. Reform is within our administration.



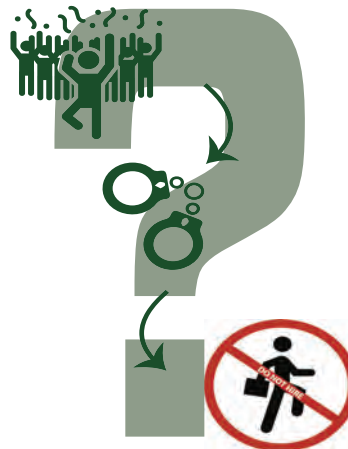
**MOVED  
TO  
FALL**



## DISCRIMINATORY LAWS

This year, our administration plans to tackle several city laws and ordinances we feel directly target and discriminate against students in an unjust manner. These laws not only leave students with intense financial burdens, but often leave them with criminal charges that can effect future job prospects. Specifically, noise tickets, nuisance gatherings, smoking in Old Town, public urination, and even walking on muddy trails during rainy nights. The primary example being noise tickets. After an intense fine, a violator then has a criminal record. One needs to look no further than Boulder, Colorado to see a more just way of dealing with these issues. The city allows the District Attorney no leniency to offer deals or reduce penalties. The punishment process should be built around educating youth, not penalizing for

life, which is a system implemented in most other cities with major schools. These offenses, and the punishments associated with them, or primarily committed by students. ASCSU has begun to research, and come up with our case to present to City Council to begin talking about reform.



## PARKING

ASCSU has begun to research parking on campus. The first major step taken to reduce the cost of parking was to have the pay-to-park meters turned off during hours of free parking. Parking is \$1.75 an hour and is charged 7am- 4 pm. However, the meters still accept payments 24 hours a day. Students, community members, and visitors often are exploited by the unethical and confusing meters. In discussions with Dr. Frank it looks like action will be taken promptly. The second phase is to offer a parking app. This app will show the locations of available parking while driving up. This will help students identify available parking reducing the time it takes looking for a spot in certain lots. Finally, we will most likely suggest the elimination of Freshman parking. After thorough research we have learned that many other universities don't offer first-year students parking. This will reduce the demand for parking, while offering 1,500 more spots for commuter traffic. We hope this would aggregate into overall lower parking costs for students. It is a priority to get students to campus, on time, in a variety of capacities.

### **Parking Meters?**



### **Parking App?**



### **Commuter Access?**




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## MARKETING

The reality of the situation is ASCSU, the “Voice on Campus”, hasn't had a very loud voice in previous years. With a dysfunctional website and poor social media, it was difficult to get student input and articulate to the student body what was happening as a result of their student government. This year, our marketing department has taken several new approaches in order to significantly rectify the situation's variety of capacities.

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- **Website:** The website has been completely restructured, not only make more user-friendly, but submit comments and concerns on campus. The new “Get Involved” page streamlines the way students begin participation, rather than the multiple contact points, as we have previously seen. The get involved page makes it so all information is immediately stored and communication is streamlined.

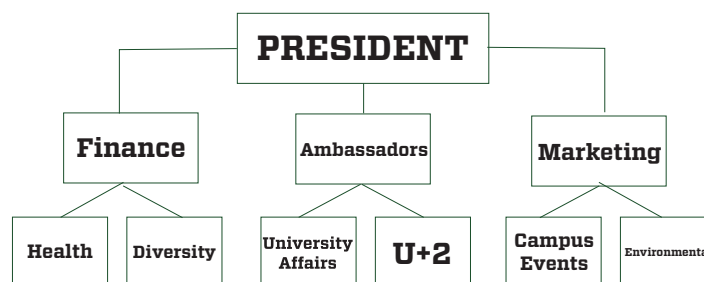
- **SWAG:** Controversially, I increased the budget for our SWAG order. Rather than handing out an average amount of useless items that break or get lost after a week, we've tried to get useful and long term items; water bottles, backpacks, etc. have been ordered to fulfill this goal. We've also created retreat T-shirts for members to have a casual, FSL like, outfit to advertise ASCSU.
- **Social Media:** ASCSU's Instagram has been around for about 6 years, and gained 1,050 followers total, most of which are no longer current students. We've begun to fix this by allowing the entire cabinet access to our 'story' to post live content any given event our marketing team may not attend. We've also begun to spend money on sponsoring posts, and have created new policies around how often we post “fun” to advertisements. In order to articulate personality as much as policy. Further, our Facebook has been listed as a person named ASCSU, rather than a page. Making it so we can't track page visit, or sponsor materials. This concept is being completely redone. Our hope is a much more robust social media campaign for ASCSU.

## INTERNAL RESTRUCTURING

Within weeks of taking office, Syron-Sullivan made massive changes to the internal structure of the Executive Branch; beginning with the budget. Several positions saw drastic cuts, or eliminations. Summer hours were cut back significantly for most departments. Additionally, new positions were created to address specific problems or groups on campus. A deputy director of international affairs was created to address the concerns of international students and help with integration to the community and advancement in participation of foreign culture organizations, such as the Indian Student Association.

Furthermore, a Deputy of Academics was put into place to re-do the campus wide test bank. Currently the most up to date test in the ASCSU test bank is from 2012. This position will work to organize with FSL to update the ASCSU test bank. We will also work diligently to get the bank online on the ASCSU page, and also include other resources like notes and links. Our hope is to increase traffic to the page and with this resources can be added online or in person.

Moreover, internal budgets were re-distributed, putting more money for external spending, and less internally. Due to the U+2 study, Governmental Affairs saw a massive increase, while other departments saw cuts. Senate's Discretionary Fund was also nearly doubled. Furthermore, we made significant changes behind the organization and flow of the hierarchy of cabinet. More emphasis has been placed on Marketing, Campus Engagement, and Finance. Increasing the role of the Office of the President has also been a priority.




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## SAME-DAY PARTY REGISTRATION

CSU, through “Off-Campus Life” offers a resource called “Party Registration”. This service allows a student to register a party on the weekend by Thursday at 4 p.m.. Once registered, if the police are called on that address, the party organizer will be called to disperse party before police arrive to ticket. This service has helped many students avoid tickets and criminal charges. However, it neglects a fundamental reality, most college students throw impulsive parties. The resource is largely underutilized, not due to ignorance, but because of the large amount of advance warning required. If the process could be streamlined, and put online so a student could register the day of, by 3:00, hundreds, if not thousands, of students could be saved from noise tickets. This resource must be offered for same day and enhanced. Through this our community will find much more peace in what can be a chaotic party town many nights.

## FOOD INSECURITY

Our Director of Health is working on a plan to re-vamp our food insecurity prevention efforts. The current structure was a good start, however the newly create pocket pantry, operated more as a “snack pantry”. This service offers fruit snacks, mac-n-cheese cups, and fruit bars. We are planning on massively increasing this concept. Starting with graphic design we will create nutritional graphics that indicate what a daily diet should consist of. Those will be hung up in the pocket pantry. Additionally, we are going to buy shelving to correlate with the graphics. For example, grains will have a shelving unit to help a consumer more easily identify what they should be grabbing. We are expanding swipe out hunger and creating relations with offer resources off campus to further to address the issue. Food Insecurity will be a significant reduction by the time our administration leaves office.

**Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors  
August 9-10, 2018 Greenwood Village CO.**

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Faculty Representative to the Board of Governors. No monthly Faculty Council meetings have occurred since the May 2018 report.

The faculty at Colorado State University - Fort Collins have great respect and appreciation for the increased investments being made to develop effective faculty management skills across our campus.

Peter Drucker, who is often called the father of modern management theory and philosophy, distinguishes between management and leadership as follows: An excellent manager is one who effectively understands organizational objectives, and then prioritizes and allocates scarce resources, designs workloads, and monitors and controls progress towards those organizational objectives. An excellent leader, in addition to possessing management skills, nurtures and motivates human commitments to a common vision of organizational excellence, aligning self-interest actions and decisions so that they contribute maximum value to the collective organizational interests. As the research of Daniel Goleman documents, effective leaders utilize higher emotional and social intelligences, and exercise great empathy as they champion their team(s) to create world class outcomes and performances.

CSU's upper administration might consider highlighting and increasing investments in identifying, recognizing, and developing effective faculty leadership skills, in addition to management skills. These investments have a measurable impact on (1) faculty in administrative positions across campus; (2) informal leaders amongst the different faculty ranks and positions; and (3) all faculty who develop students. We believe that highlighted, innovative investments in faculty leadership skills on our campus will add value to both CSU and her stakeholders.

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

Board of Governors of the Colorado State University System  
August 10, 2018

### **I. MAJOR HONORS AND AWARDS**

#### **A. Soil ecologist Diana Wall elected to National Academy of Sciences**

University Distinguished Professor Diana Wall, director of the School of Global Environmental Sustainability and a professor in the Department of Biology, was elected May 1 to the National Academy of Sciences, in recognition of her distinguished and continuing achievements in original research. She is Colorado State's 11th faculty member elected to the NAS. Wall is a renowned soil ecologist who has traveled with a team to Antarctica each research season since 1989. Wall is actively engaged in research exploring how life in soil — microbial and invertebrate diversity — contributes to healthy, fertile, and productive soils and the consequences of human activity on soil globally.

#### **B. Biomedical optics engineer Jesse Wilson named a Boettcher Investigator**

Colorado's Boettcher Foundation named CSU Assistant Professor of Electrical and Computer Engineering Jesse Wilson one of seven winners of the 2018 Webb-Waring Early Career Investigator Biomedical Research Award. As a Boettcher Investigator, Wilson will receive about \$235,000 in research support for three years. The awards provide a foundation for promising early-career biomedical researchers at Colorado research institutions to compete for major federal and private awards. As a Boettcher Investigator, Wilson will develop a new laser microscope to study mitochondria and metabolism. His ultimate goal is to create a cost-effective, non-invasive, painless way to diagnose mitochondrial diseases.

#### **C. Shorty Awards honor CSU for outstanding social media**

Colorado State University's Division of External Relations and the College of Business Communications team received the Shorty Awards Audience Honor for "Kevin's Walk," a story about a CSU student's journey to graduation that went viral during the 2017 commencement season. The Shorty Awards recognize individuals and organizations producing great content on Twitter, Facebook, Tumblr, YouTube, Snapchat and the rest of the social web. "Kevin's Walk" details the journey of Kevin Hoyt, who suffered a debilitating accident halfway through working on his MBA degree at CSU. At commencement, with his family watching from the crowd, Hoyt approached the stage in his wheelchair then slowly rose to his feet and walked across the stage as students led a standing ovation. A CSU communications team followed his journey to commencement by creating an interactive documentary and corresponding story.

## **II. STUDENT SUCCESS**

### **A. More than 5,000 received degrees at 2018 Spring Commencement**

Colorado State University conferred degrees on more than 5,368 graduates at Spring 2018 commencement ceremonies May 11-13. College ceremonies and ROTC commissionings recognized 4,165 undergraduate and 1,203 graduate students, including 79 doctoral students, 138 Doctors of Veterinary Medicine, and 915 master's degree recipients, and 41 Army and Air Force ROTC commissionees. Fifty-two undergraduates were candidates for distinction as summa cum laude, 113 as magna cum laude, and 141 as cum laude.

### **B. Denver Broncos Sports Management Institute sees growth in enrollment, impact**

Colorado State partnered with the Denver Broncos to create the Denver Broncos Sports Management institute in 2014. The groundbreaking experiential-learning program prepares students to be professionally competitive in a range of sports industries. Since its launch, the program has enrolled 188 students from five of CSU's 8 colleges. A detailed progress report is attached to this President's Report.

### **C. CSU launches certificate in Spanish for animal health and care**

CSU has launched a new undergraduate certificate in "Spanish for Animal Health and Care" to make sure students in veterinary and animal science fields are equipped to communicate with Spanish speakers in a farm or ranch setting. The new certificate will be offered by the Department of Languages, Literatures, and Cultures beginning this fall, and will be available in an online-only format as well as in person. It is the brainchild of instructor Shannon Zeller and Professor Maura Velázquez-Castillo.

## **III. INNOVATION AND RESEARCH**

### **A. Cardiology operating suite a first in veterinary medicine**

The James L. Voss Veterinary Teaching Hospital this summer opened a new, state-of-the-art surgical suite to operate on pets with complex heart conditions, and its treatment modalities are the best available in veterinary medicine – matching those at major medical centers for human patients. The Pocket Foundation Hybrid Cardiac Interventional Suite, named for the lead donor, features imaging technologies designed to improve the effectiveness of surgical procedures. For instance, it boasts rotational angiography, which allows the suite's X-ray system to spin around a patient, creating a three-dimensional image on high-definition monitors; this allows cardiologists to precisely guide a procedure. The 1,400-square-foot suite – dubbed "hybrid" because it supports both traditional and minimally invasive surgical procedures – had a total budget of about \$2.5 million.

## **B. Study finds U.S. oil and gas methane emissions 60 percent higher than EPA reports**

A new study that draws on previous work by Colorado State University scientists finds that the U.S. oil and gas industry emits nearly 60 percent more methane than current Environmental Protection Agency estimates. That amounts to 13 million metric tons of methane from oil and gas operations each year. Published online June 21 in the journal *Science*, the study is led by Environmental Defense Fund researchers, with support from 15 institutions and 19 co-authors including Anthony Marchese, CSU professor of mechanical engineering. The study integrates years of research by a large community of scientists, among them Marchese and Dan Zimmerle, senior research associate at the CSU Energy Institute. The new study estimates the current methane leak rate from the U.S. oil and gas system is 2 percent, versus the current EPA inventory estimate of 1.4 percent. While the percentages seem small, the volume represents enough natural gas to fuel 10 million homes – lost gas worth an estimated \$2 billion. Methane is a highly potent greenhouse gas, with more than 80 times the warming impact of carbon dioxide over the first 20 years after it is released.

## **C. ‘Infinitely’ recyclable polymer shows practical properties of plastics**

Colorado State University chemists in April announced in the journal *Science* another major step toward waste-free, sustainable materials that could one day compete with conventional plastics. Led by Eugene Chen, professor in the Department of Chemistry, they have discovered a polymer with many of the same characteristics in current plastics, such as light weight, heat resistance, strength and durability. But the new polymer, unlike typical petroleum plastics, can be converted back to its original small-molecule state for complete chemical recyclability, without the use of toxic chemicals or intensive lab procedures. The work builds on a previous generation of a chemically recyclable polymer that Chen’s lab first demonstrated in 2015.

## **D. Study: Gap between what the rich and poor spend on their kids is widening**

Orestes Pat Hastings, a CSU assistant professor of sociology, says in a new study that, as income inequality grows, richer parents feel compelled to spend more money on lessons, high-quality child care, and education for their children to make sure they can get ahead, or at least avoid falling behind. The study also showed that rising income inequality was not significantly affecting the amount of time parents at various income levels spend with their children. The study, “Income Inequality and Class Divides in Parental Investments,” was published May 21 in the *American Sociological Review*, the peer-reviewed flagship journal of the American Sociological Association.

## **E. On the origins of agriculture, researchers uncover new clues**

Researchers at Colorado State University and Washington University in St. Louis have uncovered evidence that underscores one long-debated theory: that agriculture arose out of moments of surplus, when environmental conditions were improving, and populations lived in greater densities. The first-of-its-kind study, “Hindcasting global population densities

reveals forces enabling the origin of agriculture,” published in *Nature Human Behaviour*, lends support to existing ideas about the origins of human agriculture. Senior author Michael Gavin, an associate professor in CSU’s Department of Human Dimensions of Natural Resources, said the findings and the general methodological approach may help explain other watershed events in human history.

#### **F. By mailing in 16,000 ticks, citizen scientists help track disease exposures**

With the help of citizen scientists, ecologists at Colorado State University and Northern Arizona University are offering better insight into people and animals’ potential exposure to tick-borne diseases – not just when they actually get sick. The result is a study published in the open-access journal *PLOS ONE*. The study’s lead authors are Daniel Salkeld, a research scientist in CSU’s Department of Biology, and longtime collaborator Nathan Nieto of Northern Arizona University. Salkeld and Nieto’s study examined more than 16,000 ticks sent in by citizen scientists from 49 states (all but Alaska) and Puerto Rico. Nearly 90 percent of the ticks were reported to have been removed from either humans or dogs. The researchers tested for several bacteria, including those that cause Lyme disease and babesiosis. In their data, the researchers found 83 counties in 24 states where ticks carrying disease-causing bacteria had never been previously documented.

#### **G. CSU research team gets \$2 million to study Denver food systems**

Colorado State’s food systems research team in May received \$1 million from the Foundation for Food and Agriculture Research (FFAR), a nonprofit established through bipartisan congressional support in the 2014 Farm Bill. The \$1 million award is being matched by several other organizations, for a total of \$2 million in research funding for the CSU team to address today’s food and agriculture challenges. This interdisciplinary team was one of five selected for grants totaling \$4.4 million from a FFAR program called Tipping Points. The program’s goal is increasing the nation’s understanding of regional and local food systems, and how targeted interventions can lead to change in communities’ health and food security. The grant was awarded to a team led by Becca Jablonski, assistant professor in the Department of Agricultural and Resource Economics. Together, the team will evaluate the potential for Denver-based food policies and initiatives to support farmers, ranchers, regional communities and economies.

#### **H. Research on stimulating environments’ effect on the brain lands NEA grant**

A group of Colorado State University faculty studying the effect that engaging environments have on the brains of aging adults and people with dementia has received a grant from the National Endowment for the Arts to continue its work. The award is one of 10 *Research: Art Works* grants, worth a total \$550,000, the NEA is awarding this year to investigate the value and impact of the arts. The grant will fund two years’ of data collection and program coordination to compare the effects of attending symphony, dance, or theater events.



### **I. Powered by citizen volunteers, air pollution study gets \$1.6 million**

The Citizen-Enabled Aerosol Measurement for Satellites (CEAMS) project, a CSU-led, NASA-funded effort for measuring local air quality, received \$1.6 million to continue its work for another three years after a successful pilot phase. The team, composed of CSU scientists, graduate students, and other collaborators, works with citizen volunteers to collect cutting-edge scientific data from their backyards. The project aims to have 250 CEAMS sensors deployed through its volunteer network, to improve understanding of local air quality through dispersed, ground-based measurements.

### **J. Synthetic biologists get \$1.7 million to engineer world's strongest biomaterial**

A \$1.7 million grant from the Defense Advanced Research Projects Agency (DARPA), part of the U.S. Department of Defense, will support synthetic biologists at Colorado State University attempting to manufacture sporopollenin – a naturally occurring polymer that coats and protects individual grains of plant pollen in the lab. Their goal is to produce coatings that could one day protect ships, bridges and other infrastructure that crack as they age. Making sporopollenin in quantities large enough to become commercially viable is a challenge no scientist has yet overcome. The polymer is so resistant to degradation scientists have trouble taking it apart and identifying how the polymer is formed. The project's lead is Mauricio Antunes, special assistant professor of biology at Colorado State University. Antunes will work closely with co-collaborator June Medford, professor of biology.

## **IV. COMMUNITY IMPACT**

### **A. CSU Extension releases new food preservation app for smartphones**

A group of Colorado State University faculty and Extension specialists have created a free food preservation app called Preserve Smart that provides guidance on food preservation methods and basics. Preservation options vary depending on the type of produce, but include freezing, canning, drying and making spreadable preserves, like jams and jellies. Extension Specialist Elisa Shackelton and CSU Associate Professor and Extension Specialist Marisa Bunning of the Department of Food Science and Human Nutrition developed the idea with the support of Derek Stegelman, College of Health and Human Sciences assistant director of IT for application development and Edie McSherry, Larimer County Extension agent. The app is available for Apple and Android devices, and a mobile-responsive online version can be found at <https://apps.chhs.colostate.edu/preservesmart/>.

### **B. CSU researchers help keep visitors a safe distance from wildlife in national parks**

Katie Abrams, assistant professor in the Department of Journalism and Media Communication, and Tara Teel, professor in the Department of Human Dimensions of Natural Resources, teamed up with the National Park Service to encourage visitors to stay a safe distance from wildlife in national parks. The duo developed a communication campaign and evaluated how well it worked in four national parks from June to October 2017. The materials and methods that Abrams and Teel developed successfully increased

the number of people keeping a safe distance from wildlife by at least 16 percent in three of the four parks.

### C. CSU hosts 2018 Science Olympiad National Tournament

More than 2,000 students from all 50 states and the District of Columbia descended on Fort Collins in May for the 34th annual Science Olympiad National Tournament, hosted this year by CSU. The approximately 2,000 students from 120 middle and high schools were their states' top performers at competitions held this year.

## V. FISCAL STRENGTH

### A. CSU closes in on \$1B campaign goal

Colorado State University brought in \$152.7 million in private gifts for FY18, the fourth largest total in CSU history and the fifth year in a row that private has surpassed \$150M. To date, the university has raised \$943.2M toward the \$1 billion State Your Purpose campaign goal launched in 2016. The campaign is expected to reach its goal well in advance of the June 30, 2020, target date.

### B. New Colorado law allocates \$1.2 million to bolster CSU cybersecurity education

A new Colorado law intended to strengthen data privacy measures for both businesses and government includes funding for Colorado State University to enhance its cybersecurity education initiatives. A \$1.2 million appropriation in the new law, titled "Cyber Coding Cryptology for State Records," will go to CSU's efforts to train students and the workforce in modern cybersecurity practices and procedures. The bill includes more than \$5 million in such appropriations to Colorado institutions of higher education. Gov. John Hickenlooper signed the law on May 30, following a series of national and state data breaches that compromised financial and personal information. Among them was a breach of 2,000 computers at the Colorado Department of Transportation earlier this year.

### C. Major Gift Report

#### Major Gifts – Not Previously Reported

	June 2018		FY 2018		FY 2017	
	Amount	Count	Amount	Count	Amount	Count
<b>Contributions</b>	\$11,505,833	4,421	\$117,424,785	35,946	\$127,405,860	42,201
<b>Irrevocable Planned Gifts</b>	-	-	\$257,736	6	\$22,887,089	6
<b>Revocable Gifts and Conditional Pledges</b>	\$2,080,150	9	\$27,723,774	92	\$33,312,919	101
<b>Payments to Commitments Prior to Period</b>	(\$3,597,701)	535	(\$23,534,100)	1,381	(\$25,812,574)	1,489
<b>Total Philanthropic Support</b>	\$9,988,281	4,168	\$121,872,195	35,648	\$157,793,294	41,950
<b>Other Private Support</b>	\$3,065,521	1,106	\$30,897,186	3,105	\$32,255,234	193
<b>Net Private Support</b>	\$13,053,803	5,148	\$152,769,380	37,314	\$190,048,528	42,115

Board of Governors of the  
Colorado State University System  
Meeting date: August 10, 2018

\$21,085,100 gift to support *Mechanical Engineering*, College of Engineering

\$1,850,000 revocable commitment designated as \$1,400,000 to support the *Ronald and Judith Kerschner Family Engineering Scholarship Endowment*, College of Engineering; and \$450,000 to support the *Ronald and Judith Kerschner Family Accounting Scholarship Endowment*, College of Business

\$1,200,000 gift to support the *Liniger Honor, Service, & Commitment Scholarship*, Student Affairs

\$1,000,000 revocable commitment to support the *Animal Health Innovation Program Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 designated as \$526,316 to support the *Fostering Success Leadership Endowment*, Student Affairs; \$210,526 to support the *Galena Fostering Success Housing Assistance Endowment*, Student Affairs; \$115,789 to support the *Fostering Success Endowment*, Student Affairs; \$115,789 to support the *Fostering Success Scholarship Endowment*, Student Affairs; \$21,053 to support *Fostering Success*, Student Affairs; and \$10,526 to support the *Galena Fostering Success Housing Assistance*, Student Affairs

\$1,000,000 gift to support *College of Natural Sciences Research*, College of Natural Sciences

\$1,000,000 gift to support the *Richardson Design Center*, College of Health and Human Sciences

\$770,541 revocable commitment to support *CSURF Gifts of Land - Athletics*

\$730,000 designated as a \$550,000 revocable commitment to support the *Father Don Willette Faculty Support for Theological Studies Endowment* and a \$180,000 pledge to support the *Father Don Willette Professor of Theological Studies*, College of Liberal Arts

\$630,000 revocable commitment to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 pledge to support the *JBS Global Food Innovation Center in honor of Gary & Kay Smith*, College of Agricultural Sciences

\$500,000 pledge to support the *Helen and Arthur E. Johnson Family Equine Hospital*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 revocable commitment to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

Revocable commitment to support the *Diana Wright Anderson Scholarship Endowment*, Enrollment & Access

Board of Governors of the  
Colorado State University System  
Meeting date: August 10, 2018

\$250,000 gift to support *Ag Sciences Innovation*, College of Agricultural Sciences

\$200,000 gift to support *CVMBBS-Research Sponsored*, College of Veterinary Medicine & Biomedical Sciences

\$200,000 gift to support the *Father Don Willette Faculty Support for Theological Studies Endowment*, College of Liberal Arts

\$200,000 gift to support the *Marie Macy Director's Legacy Endowment*, College of Health and Human Sciences

\$193,131 gifts-in-kind to support the *Gregory Allicar Museum of Art*, College of Liberal Arts

\$190,000 gift designated as \$160,000 to support the *Center for Companion Animal Studies*, College of Veterinary Medicine & Biomedical Sciences; \$20,000 to support *Orthopedic and Mobility Medicine*, College of Veterinary Medicine & Biomedical Sciences; \$5,000 to support the *Naniboujou's Legacy for Saving Animals in Shelters Through Teaching/SAST*, College of Veterinary Medicine & Biomedical Sciences; and \$5,000 to support the *Young Investigators Projects Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$181,600 pledge to support the *Jarvis Graduate Fellowship in Animal Welfare*, College of Agricultural Sciences

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

\$150,000 gift to *Gift Designation Pending*, Other Areas

\$150,000 gift to support the *Orthopaedic Preclinical Advancements*, College of Veterinary Medicine & Biomedical Sciences

\$126,000 gift to support *CSU-Agricultural Experiment Station Enrichment*, College of Agricultural Sciences

\$107,500 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$100,000 revocable commitment to support the *Burt Darmour Scholarship Endowment*, College of Engineering

\$100,000 gift to support the *Geology Field Camp Scholarships*, Warner College of Natural Resources

\$100,000 gift to support the *Temple Grandin Project*, College of Agricultural Sciences

Board of Governors of the  
Colorado State University System  
Meeting date: August 10, 2018

\$100,000 revocable commitment to support *Nutrition Research Leadership and Innovation*, College of Health and Human Sciences

\$99,727 gift to support *College of Health and Human Sciences Outreach*, College of Health and Human Sciences

## **VI. NOTABLE HIRES AND PERSONNEL CHANGES**

### **A. Dr. Kathleen Fairfax named Vice Provost for International Affairs**

Dr. Kathleen Fairfax has been named the next Vice Provost for International Affairs. Fairfax comes to CSU from South Dakota State University, after having previously served in leadership roles at Arizona State University, Michigan State University, Purdue University, and Southwestern University in Texas.

### **B. Indigenous education expert to lead CSU's School of Education**

Dr. Susan C. Faircloth has been named the new director of Colorado State University's School of Education. Faircloth, an enrolled member of the Coharie Tribe of North Carolina, joins CSU from the University of North Carolina Wilmington, where she is a professor in the Department of Educational Leadership. Faircloth has a diverse set of research interests, which include indigenous education, the education of culturally and linguistically diverse students with special educational needs, and the moral and ethical dimensions of school leadership. Prior to joining the faculty of University of North Carolina Wilmington, Faircloth was an associate professor in the Department of Leadership, Policy, and Adult and Higher Education at North Carolina State University and an associate professor and director of the American Indian Leadership Program at Penn State.

### **C. Climate scientist James Hurrell named first Walter Scott, Jr. Presidential Chair**

James Hurrell will join Colorado State University in September 2018 as the Walter Scott, Jr. Presidential Chair of Environmental Science and Engineering. Hurrell will fill the first of four presidential chairs in the Walter Scott, Jr. College of Engineering, endowed by a transformational gift from college alumnus Walter Scott, Jr. The four chairs represent the college's areas of excellence in water, health, energy and the environment. Hurrell serves as director of the National Center for Atmospheric Research (NCAR) in Boulder, where he is also a senior scientist in the Climate and Global Dynamics Laboratory

### **D. New CEO named to CSU Foundation**

The Board of Directors of the Colorado State University Foundation named Cheri O'Neill as the new president and CEO of the foundation, effective Sept. 1. She currently serves as the president/CEO of the Ball State University Foundation, where she has led investment management and gift fund administration, as well all fundraising and alumni relations activities. She replaces Kathleen Henry, who has led CSUF for 28 years and will continue on as president and CEO of the CSU Research Foundation.



**THE DENVER BRONCOS**

EST :: **SPORTS MANAGEMENT INSTITUTE** :: 2014

**AT COLORADO STATE UNIVERSITY**



# **PARTNERSHIP PLAYBOOK**



# KNOWLEDGE THROUGH EXPERIENCE



## **THE DENVER BRONCOS SPORTS MANAGEMENT INSTITUTE**

at Colorado State University delivers knowledge and perspectives that enable students to compete across various sport industries. Established in 2014, the DBSMI debuted courses on campus and online in its minor program in Spring 2015.

Since then, the program has expanded its curriculum and experienced a significant increase in enrollment. The current minor program is designed to prepare and engage students with foundational knowledge in the sport industries and internship-level experiences.

There are currently 139 students enrolled in the minor and the program will welcome a new cohort students in Fall 2018, bringing the total to 188. Undergraduate enrollment continues to grow with an annual acceptance rate of 30 to 45 students per year.

A major focus of the DBSMI is to provide a diverse curriculum, both in breadth and depth of topics, that advances students' knowledge and skills required in today's complex arena of sport. To do so, the program engages student learning in both the classroom and through experiential learning opportunities.

In the next logical step to establish a world-renowned program, administrators at the DBSMI have begun efforts to create a sports management master's degree. The graduate program will be accessible to students far and wide—students who may already be working in their chosen field but hope to begin, or further, their career in sports.



# INSTITUTE LANDSCAPE

The Denver Broncos Sports Management Institute is a wide-ranging and far-reaching program that brings together undergraduate students from five of Colorado State University's eight colleges. These students bring a wealth of knowledge, experience, innovation, and determination. Broncos Institute students represent the best and brightest CSU has to offer the sports industry as proven professionals during their undergraduate years.



# 188

STUDENTS ACCEPTED  
INTO THE DBSMI SINCE THE  
LAUNCH IN SPRING 2015



MORE THAN  
**180**  
CURRENT STUDENTS  
EXPECTED IN FALL 2018

42.25%  
FEMALE  
+  
57.75%  
MALE

INCOMING FALL  
2018 COHORT IS  
**49**  
THEIR AVERAGE  
GPA IS 3.25

Students range from freshman to senior ranks (accepted with a minimum 12 college credits)

# 188

**CURRENTLY ENROLLED  
STUDENTS  
REPRESENTING  
5 COLLEGES**



**① COLLEGE OF LIBERAL ARTS**

Economics  
Communications Studies  
Journalism and Media  
Communications  
Sociology

**② COLLEGE OF BUSINESS**

Finance and Real Estate  
Marketing  
Management  
Accounting

**③ COLLEGE OF AGRICULTURAL  
SCIENCES**

Agricultural and Resource  
Economics

**④ COLLEGE OF HEALTH AND  
HUMAN SCIENCES**

Psychology  
Statistics

**⑤ COLLEGE OF NATURAL  
SCIENCE**

Human and Family  
Development Studies  
Food Science and Human  
Nutrition  
Health and Exercise Science



Colorado State University and the Denver Broncos organization partner to provide many opportunities to young students, including the Little Shop of Physics project with the Junior Broncos.



# NOT JUST IN THE CLASSROOM



Experience gained by Broncos Institute students may begin in the classroom, but it ends with hands-on experience in the sports field. Partners provide challenging and rewarding opportunities for students in a myriad of sports organizations.

## SPRING, 2015

### BRONCOS INSTITUTE LAUNCH

Mac Freeman, Chief Commercial Officer, Denver Broncos; Darren O'Donnell, Vice President for Business Development, Denver Broncos

## SUMMER, 2016

### LITTLE SHOP OF PHYSICS DEMONSTRATION

STEM presentation by CSU professor Dr. Brian Jones to the Junior Broncos

## FALL, 2016

### LITTLE SHOP OF PHYSICS DEMONSTRATION

STEM presentation by CSU professor Dr. Brian Jones to the Junior Broncos

## SPRING, 2016

### 45-DAY FITNESS CHALLENGE

CSU students designed a 45-day fitness challenge for Broncos fans which was pushed out through the team's media challenge

## FALL, 2017

### COKE ZERO CHALLENGE

Four pairs of CSU student teams presented their social media campus challenge to Broncos professionals.

## FALL, 2017

### NORTHERN COLORADO BUSINESS ROUNDTABLE

Broncos corporate partners gathered for a roundtable discussion of best practices, held at CSU's new on-campus stadium

## WINTER, 2017

### 45-DAY FITNESS CHALLENGE

CSU students designed a 45-day fitness challenge for Broncos fans which was pushed out through the team's media challenge

## SPRING, 2017

### WOMEN IN SPORTS SYMPOSIUM

Female members of the Broncos leadership team joined female administrators in CSU Athletics for a symposium on women in the sports industry. The symposium was attended by more than 200 male and female students.

## SPRING 2018

### FOUR CSU COLLEGE OF BUSINESS STUDENTS PRESENTED TO A TEAM OF DENVER BRONCOS BUSINESS EXECUTIVES

Topic: Technology Integration and Game Day experiences



Coke Zero Challenge, Fall 2017

“The program set a rock-solid foundation of what it takes to work in sports, issues in sports, and why sports matter in our society.”

DEAN KLINKERMAN, '17



## GUEST SPEAKERS

### DENVER BRONCOS

**APRIL 16, 2015**

**Joe Ellis**, President and CEO, Denver Broncos, at CSU's College of Business "Business Days"

**OCTOBER 25, 2017**

**Jon Carlson**, Director of Business Development, Denver Broncos, presented to two separate DBSMI marketing classes.

### INDUSTRY GUEST SPEAKERS

**FALL, 2016**

**Matthew Payne**, Executive Director, Denver Sports  
**Topic:** The role of sports commissions and staging major events

**Jim Kellogg**, Vice President for Community and Retail Operations, Colorado Rockies  
**Topic:** Community service

**Reuben Donnelly**, Director of Group Sales, Colorado Rockies  
**Topic:** Starting a career in the sports industry

**Joe Parker**, Director of Athletics; Colorado State University  
**Topic:** Working your way up in the sports industry

**Cliff Bosley**, Director, FORTitude Labor Day 10K Classic  
**Topic:** Organizing, staging, and promoting an event

**Mindy Watrous**, Executive Director, Special Olympics Colorado  
**Topic:** Managing non-profits

**Sonny Lubick**, Football Coach Emeritus; Colorado State University  
**Topic:** Leadership

**SPRING, 2017**

**Dani Belinski**, General Manager, Ram Sports Property  
**Topic:** Corporate sponsorships and sales

**Russ McKinstry**, District Athletic Director, Poudre School District  
**Topic:** Administering high school sports

**Tom Livingston**, nonprofit CEO, CHAMP  
**Topic:** Promoting character and sportsmanship in athletics

**Thad Anderson**, Executive Director, Fort Collins Baseball Club  
**Topic:** Administering the local nonprofit

**Jim Martin**, Chief Operating Officer, Kroenke Sports and Entertainment  
**Topic:** Managing multi-sport franchises

## FIELD TRIPS

**SPRING, 2017**

**COORS FIELD**

Turf management and facility operations

**SPRING, 2017**

**THE BUDWEISER CENTER**

Minor league sports event operations

**SPRING, 2017**

**PEPSI CENTER**

Multi-event facility management

**SPRING, 2017**

**UCH TRAINING FACILITY**

Game-day operations

**SUMMER, 2016**

**APLU STADIUM TOUR AND Q&A**

**FALL, 2016**

**SPORTS AUTHORITY FIELD**

Video and game production

**FALL, 2016**

**U.S. OLYMPIC CENTER**



Field trip to Sports Authority Field, Fall 2016.



Women in Sports Symposium, Spring 2017.

**Broncos President and CEO Joe Ellis and his staff have been integral in the success of the Broncos Institute. Alongside CSU, Institute students work closely with members of a quality organization in an educational setting.**





47 JOHN LYNCH 2004-07

1 JASON ELAM 1993-07

Fan issues first 'RESPECT'

with info & In

COLORADO STATE UNIVERSITY The Denver Broncos Sports Management Institute COLORADO STATE

100

100

10

61

76

LATIMER  
14

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3

7

# DBSMI INTERNSHIPS

## 59 STUDENTS TOTAL

(150 HOURS AT A SINGLE SITE)

The DBSMI provides a diverse curriculum to advance students' knowledge and skills in today's sports industry. Students engage in classroom learning and experiential learning in the with professional teams and organizations..

X O X



**Arsenal Soccer Club**  
Fort Collins, CO



**Colorado Eagles Hockey Club**  
Loveland, CO



**Colorado Rockies**  
Denver, CO



**Denver Broncos**  
Denver, CO



**Mountain West Conference -TV Network**  
Denver, CO



**San Diego Padres**  
San Diego, CA



**Vail Resorts**  
Vail, CO



**USA Rugby**  
Denver, CO



**Washington Capitals**  
Washington, D.C.

**ADDITIONAL DBSMI INTERNSHIPS INCLUDE:** Beautifully Savage Boxing Studio, Fort Collins | CSU Athletics, Fort Collins  
Decibullz, Fort Collins | Grandview High School, Aurora | Poudre High School, Fort Collins | Rocky Mountain High School, Fort  
Collins | Sponsor United, Rugby | St. Vrain Football Club, Longmont | The Art of Coaching, Fort Collins



# DBSMI PRACTICUMS

## 107 STUDENTS TOTAL

(75 HOURS AT ONE OR MORE SITES)

Students in the Broncos Institute are challenged to pursue their passion in the sports industry by completing 75 hours within a single or multiple sports organizations. Practicums help introduce students to hands-on learning experiences available within the Institute.



**Cheyenne Frontier Days (Rodeo)**  
Cheyenne, WY



**Denver Broncos**  
Denver, CO



**Pepsi Center**  
Denver, CO



**Snowy Range Ski Resort**  
Snowy Range, WY



**Special Olympics Colorado**  
Denver, CO



**U.S. Olympic Committee**  
Colorado Springs, CO



**University of Maryland**  
College Park, MD

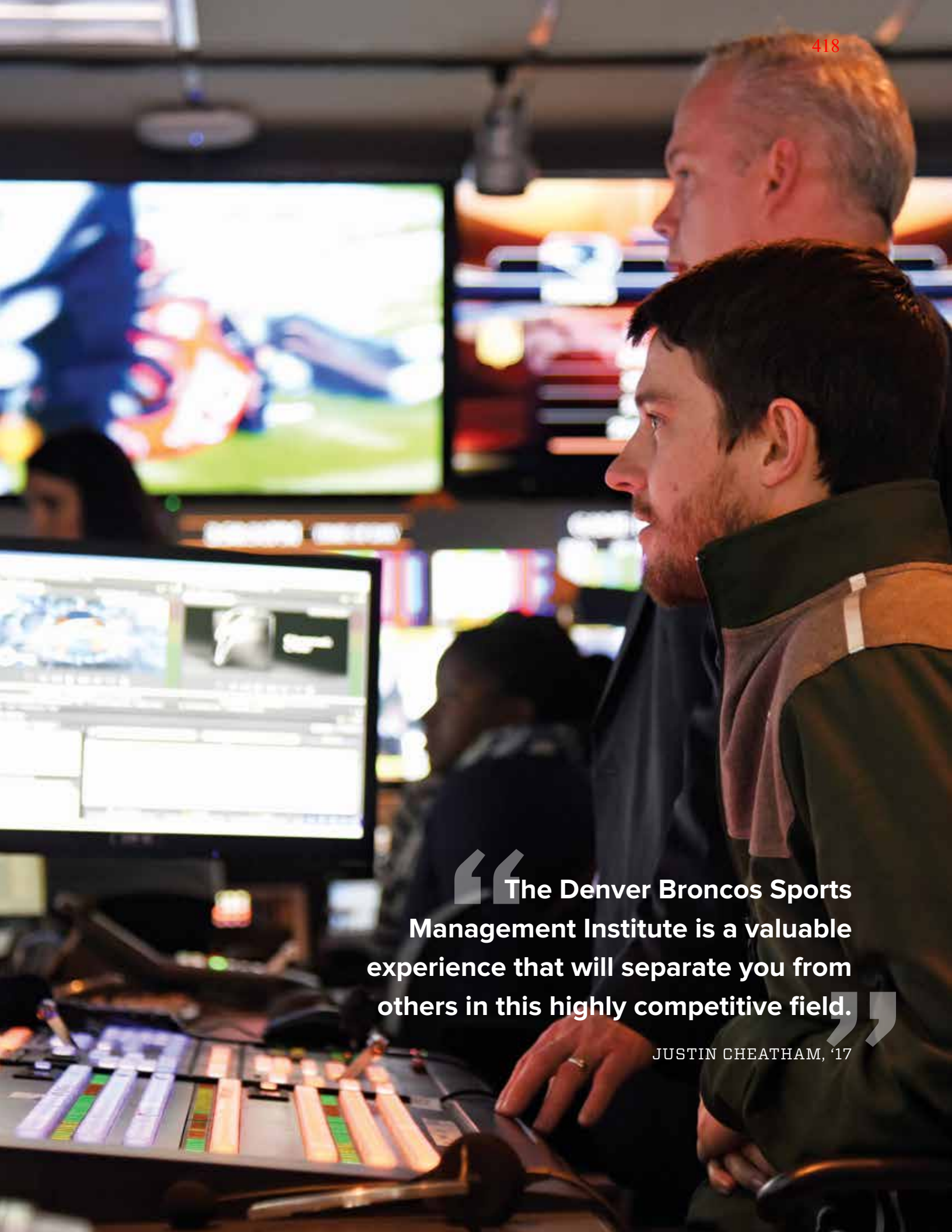


**University of Missouri**  
Columbia, MD



**University of Nevada**  
Reno, NV

**ADDITIONAL PRACTICUMS INCLUDE:** Arsenal Soccer Club, Fort Collins | Colorado Eagles Hockey Club, Loveland  
CSU Athletics, Fort Collins | Fort Collins Baseball Club, Fort Collins | NORCO Junior Volleyball, Loveland  
Positive Coaching Alliance, Fort Collins | Poudre High School, Fort Collins | Rocky Mountain High School, Fort Collins



**“The Denver Broncos Sports Management Institute is a valuable experience that will separate you from others in this highly competitive field.”**

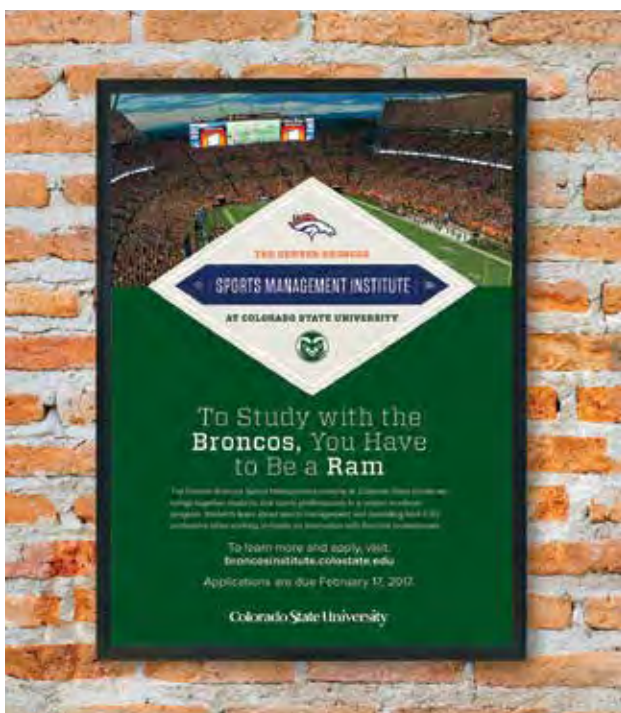
JUSTIN CHEATHAM, '17



# MARKETING MATERIALS



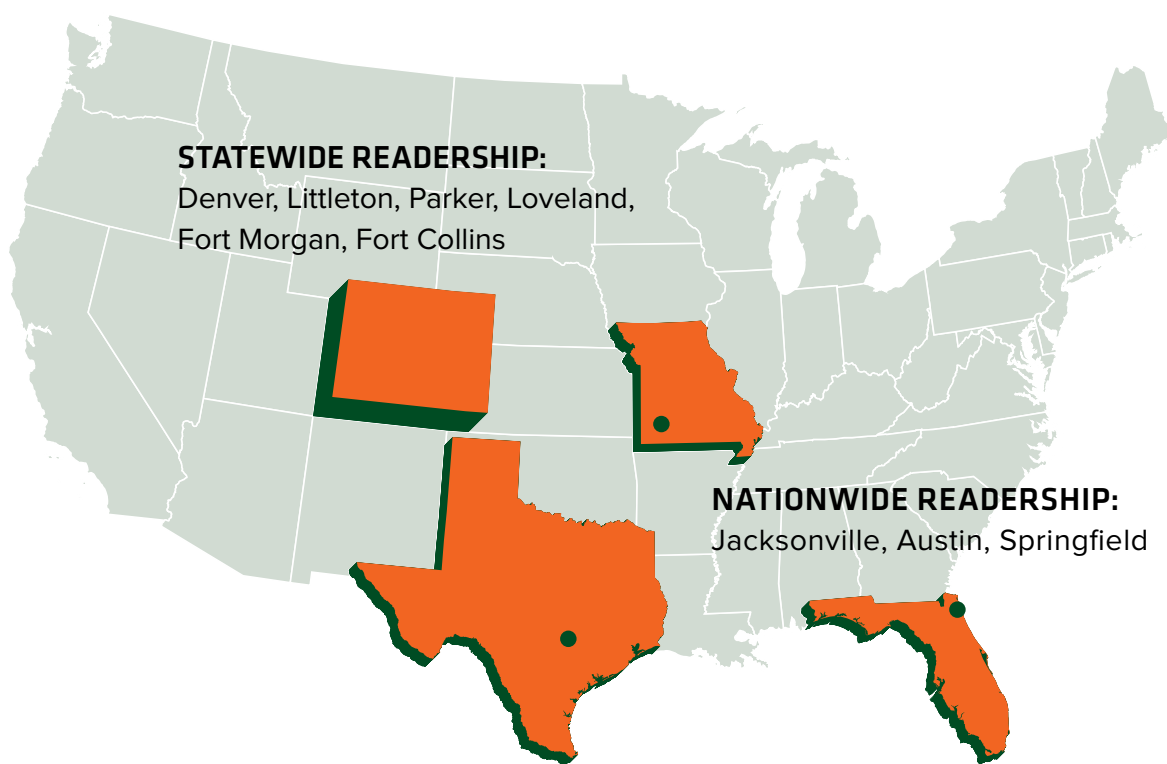
The University relies on a variety of methods to continually recruit and promote the Institute. Campus partners regularly collaborate utilizing social media, print media, and every platform available, on- and off-line, to attract, recruit, promote, and retain top-quality students. Campus colleagues also reach out to current and future students to promote the opportunities that exist within the Institute.



# MEDIA BUZZ

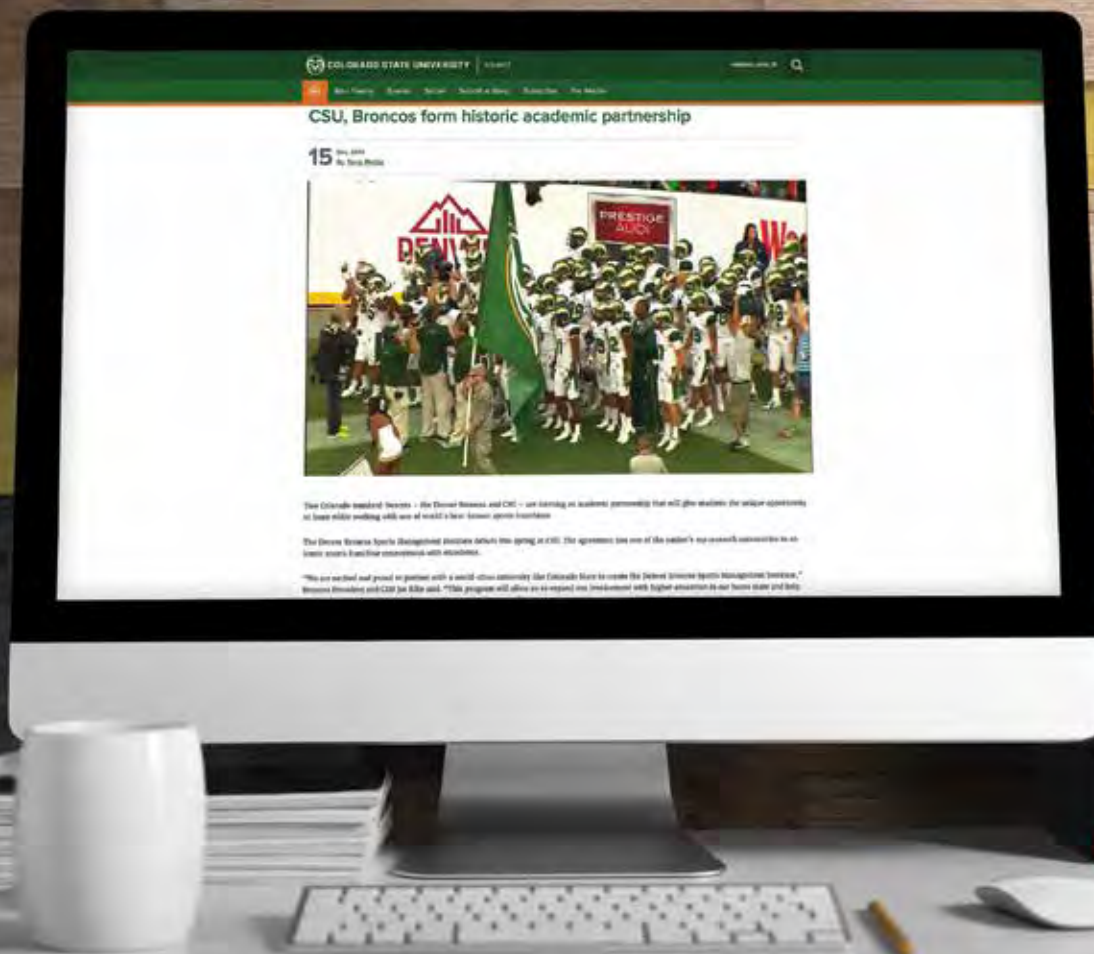


Since its inception, the Denver Broncos Sports Management Institute at Colorado State has attracted a wealth of media coverage – locally, regionally, and nationally. As the institute continues to grow, the University is targeting even broader coverage nationally and internationally through a dedicated strategic communications plan that will reflect the commitment and continued success of the program.



**TOTAL READERSHIP:**  
**1 MILLION+**  
**SOURCE\* readership: 40,000**

\* SOURCE is the primary news and information outlet for Colorado State University. It features the latest headlines about University research and initiatives; campus announcements; faculty, staff, and student honors and accomplishments; and upcoming events. In addition to the website at [source.colostate.edu](http://source.colostate.edu), highlighted stories of interest to faculty, staff, students, community members, and media professionals are sent twice a week through an extensive e-mail list, which is always open to new subscribers.



# CONTINUED INVESTMENT

CSU has made critical investments to assure the continued success of the Denver Broncos Sports Management Institute. The investments, both personnel and financial, reflect the significance the Institute holds throughout campus.



Tours/  
Presentations  
**\$14,869**

CSU Online Support  
**\$6,000**

Curriculum/Staffing  
**\$132,700**



Administration/  
Public Relations  
**\$13,000**

Promotional Items  
**\$10,126**

Marketing  
**\$27,673**



# \$204,368



## SURGING FORWARD

With unprecedented growth witnessed since the program launched just three years ago, the Denver Broncos Sports Management Institute now focuses on what promises to be a glorious future.

The unique educational experience offered currently through the minor degree program will become even more prominent.

Combining arguably the most powerful professional sports brand in the world alongside a premier educational institution with a dynamic reputation assures students will achieve success in the classroom and the sports industry.

Short-term future plans include residential and online education in the minor program as well as expanding the program into the graduate degree realm.

For the person intent on a passionate program to assure growth and success in the sports industry, the Denver Broncos Sports Management Institute is the place to be.





To Study with the  
**Broncos**, You Have  
to Be a **Ram**

**COLORADO STATE UNIVERSITY**

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



# 2017/2018 ANNUAL REPORT



COLORADO STATE UNIVERSITY  
EXTENSION

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### 2017/2018

#### Colorado State University Extension Annual Report

Editor: Joanne Littlefield

Writers: Regan Adams, Jana Carson,  
Julianna Cervi, Jeff Dodge, Mike  
Hooker, Joanne Littlefield

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



## Growing with Colorado

CSU Extension's programs have applied our campus's academic talent to challenges and opportunities of Colorado's rural counties, Front Range metro areas, and natural resource interests for more than a century. Today's Extension programs range from youth development 4-H, production agriculture, food system value chains, regional economic development, and Colorado's varied climates and ecologies. This Annual Report offer overviews of a few select programs as well as Extension's fiscal and organizational culture.

Our programs cover a broad spectrum of evidence-based university programs. These span campus-based expertise in rangeland ecologies and wheat breeding to Colorado's changing weather patterns consequences for the management of water resources. As one of the Office of Engagement's outward facing divisions, giving meaning to CSU's Land Grant mission, we provide the highest quality youth development programs through Colorado 4-H, and other youth organizations in STEM and citizen science.

Other programs provide resources and leadership for fire mitigation, water resources and forest management, and community development initiatives. While we serve every Colorado county, we very much want to deepen our capacity to serve.

Our locally and regionally-based Extension agents work hard to deliver what communities value. The recent survey results and comments from the county commissioner's survey indicate the success of our Extension faculty and staff. They connect campus resources – including evidence-based information and programs – to communities in a locally meaningful way. And, they help our university research and trainings stay relevant to community needs. Their expertise continues to drive CSU's success in achieving its land-grant mission.

Results from the 2017 survey of Colorado county commissioners indicate a high level of overall satisfaction with CSU Extension's quality, value, responsiveness, and level of service.

We continue the proud CSU legacy of reaching into and collaborating with Colorado's counties, rural and urban, to bring CSU's extraordinary array of talent to the challenges and opportunities of Colorado.

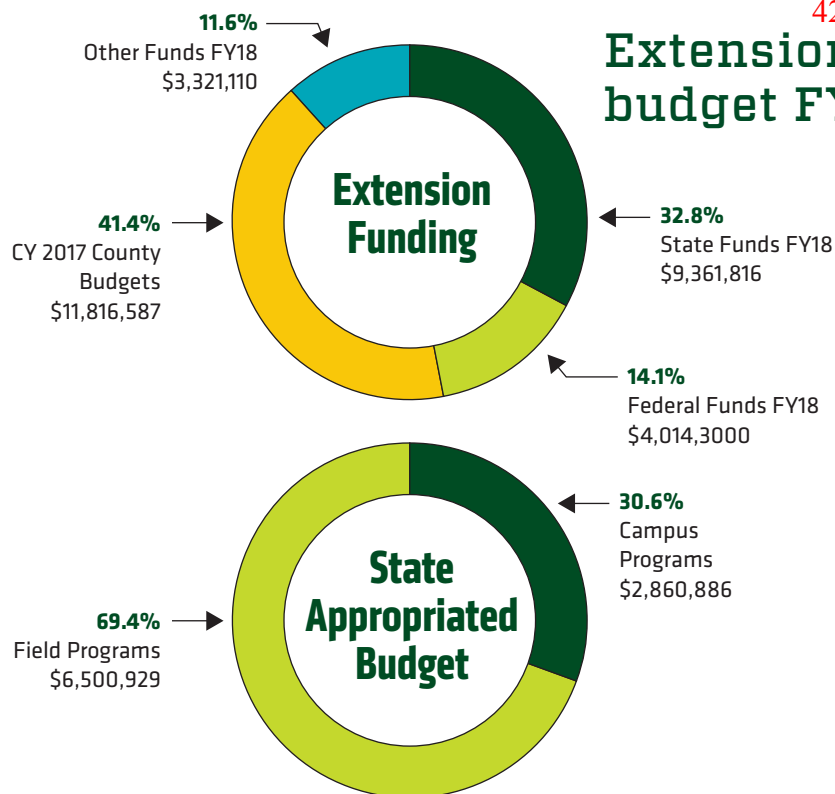
**Lou Swanson**

Vice President for Engagement

Download the 2017 survey results summary report.  
[col.st/8DYs0](http://col.st/8DYs0)

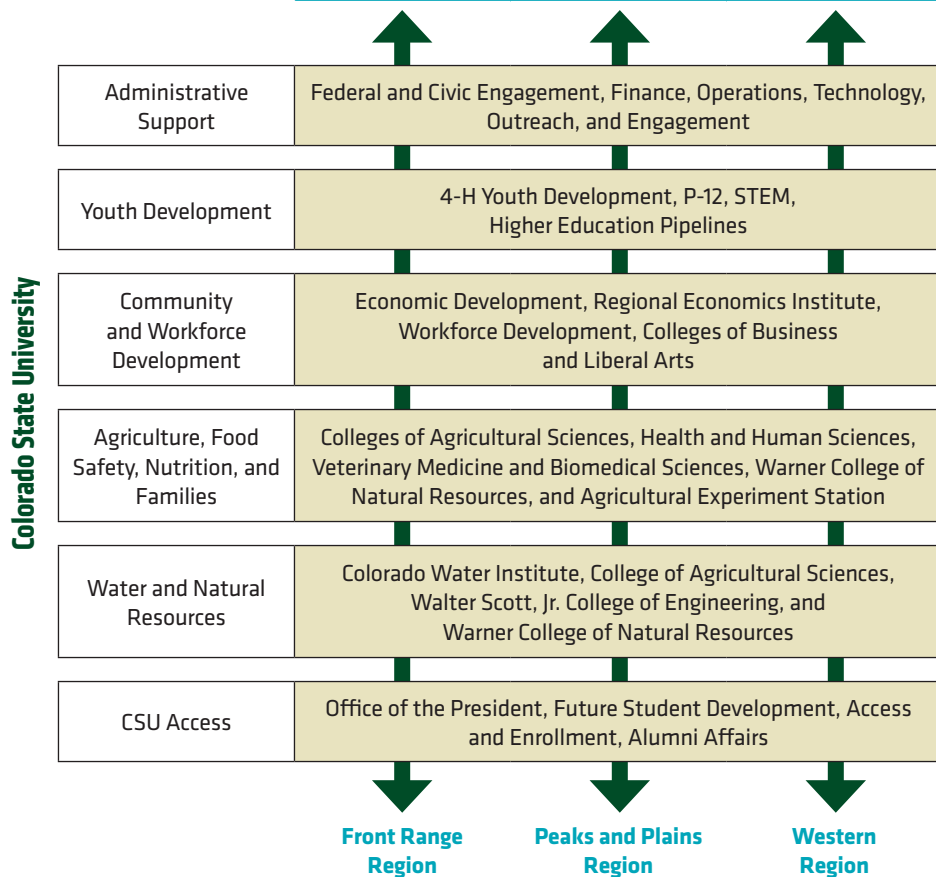


# Extension budget FY18



## Colorado State University Extension pathways to engagement

Connecting community and regional needs with University and external talents and resources (county, regional, and campus)



## Drought and wildfire

It's no surprise to snow and outdoor enthusiasts that Colorado had a drier and warmer winter than usual. Water is considered one of the most valuable resources in the Western United States. When water is in short supply, everyone in Colorado has to learn to make adjustments. People in urban areas are encouraged to be water-frugal in both personal and landscapes uses.

The lack of snow and snowpack to feed Colorado rivers and irrigate farms has prompted the U.S. Department of Agriculture to declare a natural disaster for Colorado. The USDA issued that declaration in late May for seven Colorado counties, primarily in the San Luis Valley, among the hardest hit by the lack of snowmelt. According to the USDA's Natural Resources Conservation Service, the Upper Rio Grande River, which serves six of those seven counties, is at 2 percent of snowmelt equivalent.

The USDA categorizes snowmelt equivalent as the amount of water that is contained within the snowpack. It's the depth of water that would result if the entire snowpack was melted instantly.

Extreme drought now covers most of southwestern Colorado, the San Luis Valley, and southeastern Colorado.

The disaster declaration covers Alamosa, Archuleta, Conejos, Gunnison, Hinsdale, Mineral, and Rio Grande counties. All but Gunnison County are served by the Upper Rio Grande River. Gunnison County is served by the Gunnison River.

Western Slope water providers with limited storage are concerned about the demand this season and are considering possible restrictions, while Front Range water providers are developing conservation messaging.

Farmers and ranchers make adjustments to their production strategies. Land-management officials forge lease and activity arrangements that best protect the health of public land. These plans are aimed at decreasing economic loss and maintaining precious range and soil health.

A team of Extension specialists, and agents, along with members of the Colorado Water Institute, convened a task force in January 2018, in anticipation of weather conditions pointing toward drought in 2018.

In dry years, increased concern for wildfires is prevalent. A red flag advisory is issued by the U.S. National Weather Service when conditions are ideal for wildland fire combustion and rapid spread. These are drought, very low humidity, lightning, and high or erratic winds.

In rural communities, local fires are initially fought by volunteer firefighters, seasonally employed wildland firefighters, forest service personnel, farmers, and ranchers. Damage to acres of productive land, crops, and animals rarely garner the national attention that threats to public safety of large numbers of people do. Yet, already in 2018, multiple large grass and wildland fires have been reported in Colorado, Oklahoma, northern Texas, and Kansas.

To assist the areas of Colorado most affected by the drought and at risk for subsequent fire and flood, three free workshops were offered in the spring by Colorado State University Extension, in cooperation with the Colorado Department of Agriculture and Scott Cotton of the University of Wyoming Extension. The programs were held at Dove Creek in Dolores County, Salida in Chaffee County, and Las Animas in Bent County.

The goal of the one-day training was to prepare producers, land owners, county officials, first responders, Extension agents, and other citizens to collaborate on emergency response in their areas. The more prepared community members are for these unfortunate events, the more successfully they can respond.



## Collaboration to save pets during disasters

As part of Colorado State University's veterinary Extension team, Regan Adams helps citizens and communities in Colorado protect and care for animals. During an emergency, pets and livestock pose different challenges, but the main objective is to help communities need to plan ahead through partnerships between disaster professionals, agricultural Extension agents, veterinary health experts, and animal welfare groups.

Creating animal evacuation teams that are prepared to rescue animals safely, and to have trained volunteers and procedures in place for setting up temporary animal rescue shelters is the goal. Deploying well-meaning, but untrained volunteers, not necessarily connected with larger rescue operations, can hinder response and endanger humans and animals.

### Household pets and service animals

The policy of rescuing pets dates back to Hurricane Katrina in 2005. In New Orleans, emergency response teams were too overwhelmed by the challenge of rescuing people to save their pets as well. More than half of the people who did not evacuate stayed because they were not able to take their pets. By remaining in place, they put themselves and first responders at greater risk.

In 2006 Congress passed the Pets Evacuation and Transportation Standards Act, which amended the Stafford Disaster Relief and Emergency Assistance Act to ensure that state and local emergency preparedness plans addressed the needs of people with household pets and service animals after major disasters.

"Challenges still arise as disasters play out," Adams said. "When temporary animal shelters close, many pets that were never claimed, or whose owners can no longer care for them, are left in

need of homes." The problem is worsened by post-disaster housing shortages with fewer landlords willing to accept families with pets.

While the PETS Act specifically focuses on household pets and service animals, it does not cover many species that people think of as pets, such as snakes or tropical birds. Shelters may not be able to accommodate farm and exotic animals that their owners view as pets.

In addition, the law does not explicitly recognize emotional support animals – a relatively recent designation for animals that provide therapeutic benefits to their owners through companionship, rather than performing tasks like service animals.

Community disaster animal planning includes identifying types of animals in the community and trying to find appropriate facilities to provide for them. This could mean designating a vacant warehouse as a household pet shelter, and a fairground for horses, goats, chickens, sheep, and cattle. Plans should also include providing trained



staff and appropriate food supplies for each type of shelter.

### Rescues on the range

Emergency management prioritizes human safety above saving property, including livestock. But for livestock owners, their animals represent not only a livelihood but a way of life. Farmers and ranchers know how to prepare for unexpected emergencies and disasters because their businesses depend on the land and the weather. And they are prepared to be isolated because they operate in rural areas.

Once responders have organized fresh feed and clean water and gathered cattle in holding facilities, they evaluate them for injuries and slowly reintroduce the starving animals to a normal feeding regimen. In the ensuing weeks, ranchers carefully monitor their animals' health, clean debris from flooded pastures, and repair miles of damaged fences.

### Make your own plans

Developing a plan for family and animals in case of an emergency is key. Information is available from the Federal Emergency Management Agency, other federal agencies, and state and local emergency offices.

Over the years, CSU Extension helped many Colorado counties develop disaster plans for animals, and cope with the aftermath of disasters.

- *Saving Pets, Saving People*: a documentary that illustrates the process in two Colorado counties [youtu.be/sOZ-AJPo2YA](https://youtu.be/sOZ-AJPo2YA)  
A companion toolkit to the documentary was created to guide communities through the process: [col.st/q0A0u](https://col.st/q0A0u)
- This article was originally published in *The Conversation*. [theconversation.com/in-cities-and-on-ranches-planning-is-key-to-protect-animals-during-disasters-83202](https://theconversation.com/in-cities-and-on-ranches-planning-is-key-to-protect-animals-during-disasters-83202)

## Extension awards

Colorado State University Extension highlighted the work of professionals from across the state with six awards as part of Forum, an annual weeklong professional development opportunity. Forum is an opportunity for Extension agents and on-campus specialists to meet and discuss upcoming issues and develop strategies for tackling them.

### F.A. Anderson Award

The F.A. Anderson Award recognizes outstanding performance by a state Extension employee throughout his or her career. F.A. Anderson was a college financial administrator who served as assistant to the Extension director starting in 1921, and then as Extension director from 1929 to 1952.

**Cary Weiner**, 2017 recipient of the Anderson award, leads the Extension Energy Planning and Reporting Unit. Its educational efforts reach more than 2,000 Coloradans directly each year. His leadership has facilitated group events, individual consultations, kit loans, and assessments that extend the reach of energy education.



Weiner served as chair of the inaugural National Extension Energy Summit in 2013, with 68 attendees from 28 states. This has become a biennial event at locations across the country that brings Extension energy professionals together for professional development.

“As an active participant in the Program Leadership Team, Cary co-led the establishment of the PRU system,” said Lou Swanson, Extension director and vice president for engagement. “His perspective helped to craft shared reporting outputs for Extension educational efforts.” Weiner continues to serve on the team that is reviewing and updating the measures.



Collaborative On-Farm Test (COFT) team: Kelly Roesch, Ron Meyer, Jerry Johnson, Wilma Trujillo, Dennis Kaan, Sally Jones

### Alton Scofield Award

The Alton Scofield Award recognizes outstanding performance by an Extension professional throughout his or her Extension career. Alton Scofield was a longtime executive director of the Colorado Cooperative Council. This prestigious award by Extension for members of Extension is sponsored by the council.

This year, there were two awardees of the Scofield award; Tommy Covington and Glenda Wentworth. “Tommy and Glenda both show levels of engagement among their county clientele that is a model for others,” said Swanson. “They are valued by their communities and their willingness to serve is evidenced by their collaborative natures, selfless leadership and dedication.”

**Tommy Covington**, who recently retired as county director and Extension agent in Fremont County, was a lead team member bringing Ag Fest to the Peaks and Plains Region. Ag Fest occurs once a year, over four days, providing educational opportunities to fifth- and sixth-graders across the region. Covington has mentored many Extension agents, in addition to his work for Fremont County residents.

**Glenda Wentworth** is the county director in Eagle County, and her work in family and consumer sciences has garnered her the respect and confidence of her peers, CSU Extension administrators, county colleagues, and clientele.



Her work with the Family Leadership Training Institute, Estoy Sano Project, WIN the Rockies, Wellness in Kids, the ServSafe Food Protection Manager Certification Training for restaurant workers and various personal financial management programs, has specifically targeted the various needs of her county residents. Wentworth is highly regarded in her county, and throughout the Western region and as a strong collaborator in her PRUs at the state level.

### Team Award

The Extension Team Award recognizes a team of county, area, regional, state, and/or interdisciplinary program employees. The CSU Extension Distinguished Service Team Award goes this year to the Collaborative On-Farm Test team.

The team supports Colorado growers, who depend on Colorado State University to provide unbiased, data-driven analysis and recommendations for adoption of new crop varieties. Team members work in collaboration with participating wheat farmers, which provides real-world test results of new varieties. The Colorado Wheat Research Foundation contributes all of the seed, and Extension agents are on the ground to plant, cultivate, and monitor fields, and to harvest.

Jerry Johnson initiated the COFT program in 1996. Over the course of the past 21 years, several generations of Colorado farmers have been able to see the results of varieties in the ground and to market, to make informed choices about their planting strategies.

### Community Engagement Distinguished Service Awards

The Community Engagement Award recognizes an individual or group ex-

hibiting excellence in creating mutually beneficial and transformational relationships that address a public concern. There were four awards given out this year, in four distinct categories.

“These statewide awards were designed to recognize Extension agents and specialists working to address community need,” said associate vice president for engagement, Kathay Rennels. “Nominators submitted work in their communities, which was prompted through specific engagement opportunities.”

**Gus Westerman**, from Dolores

County, was recognized for exceptional service in the area of **resiliency**.

Since the 1990s, the county has been trying to replace the road and bridge county shop. Westerman was tasked by the commissioners to figure out how and if the project could move forward in a timely manner. The shop was originally built in the 1950s and could not accommodate new (and old) equipment nor did it have the ability to properly and safely service them. Working with the commissioners, Westerman contracted with an architect to draw up preliminary plans and cost estimates, and worked with the Department of Local Affairs to secure a planning grant for the project.

The final project included and incorporated other county offices/facilities into the project including the GIS Addressing Department, Emergency Services with an Emergency Operations Center, and a public meeting room.

**Joy Akey**

was recognized for exceptional service to the Golden Plains Area in the area of **impact**.

Starting in 2004, Akey worked with the Integrated Nutrition Ed-



ucation Program coordinators from the University of Colorado Health Sciences Center to partner with Wray Elementary School teachers to provide weekly nutrition lessons. The curriculum was tied to science and literacy standards, and offered opportunities to try new foods, taught food preparation skills, encouraged teamwork through small group activities and ultimately, led to increased fruit and vegetable consumption and physical activity.

Kid PHIT is a six-week, after school program series held each fall and spring. Each week is a 90-minute program with 45 minutes of physical activity and 45 minutes of nutrition. The relationships built through these partnerships have opened other doors for collaboration as well. Extension is recognized as a valuable resource for nutrition and health information and has reached a multitude of nontraditional customers.

**Carla Farrand**, from Garfield County, was recognized for exceptional service to Garfield County in the area of **relationship outcomes**.

In October 2015, Garfield Healthy Communities Coalition (LiveWell Garfield County) was selected as one of 19 Colorado Ccommunities to participate in the Great Outdoors Colorado Inspire Initiative. Extension was one of many partners who worked together to review the submission ideas and work on the writing of a \$2.9-million grant for three years for implementation of these ideas.

The goal of the GOCO Inspire Initiative is to provide youth with the opportunity to experience a diversity of outdoor places and activities. The barriers identified in western Garfield County to youth engagement with the outdoors included underfunded parks, poverty, limited informal and formal outdoor recreational opportunities, limited infrastructure for walking and biking, and disconnects between and among programming organizations.

Each community around the high schools recruited students to be a part



of the youth advisory council. These youth council members surveyed other youths, parents, and community members to see what the need was for natural areas, parks, trails, and programming.

The youths presented the results in a community meeting. The community provided input into what the youths saw as the vision for new places, new programs and career pathway opportunities. This information was formulated into a proposal for community partners to submit their ideas for places, programs, and pathways for an implementation grant.

The benefits have been extended by Garfield County providing Garfield County CSU Extension with additional funding – \$88,000 per year with annual increases – to hire a 4-H STEM program associate and implement additional school enrichment and afterschool education.

**Morgan County Youth Safety Program**, in recognition of exceptional service to Morgan County in the area of **learning and wisdom**.

Farm machinery accidents were the most common cause of these fatalities in Morgan County.

In an effort to change this statistic, the Morgan County Extension staff developed a youth educational program that included about safety in their home and on the farm. Partnering with county elementary schools, they developed a pilot program

Farm safety programs were presented in 1993 and 1996 to all third- through fifth-grade youth in Morgan County. In 1999, the emphasis was broadened from farm safety to include general safety issues facing youth. Train, food, and sun safety workshops were added. In 2002, schools were contacted to see which workshop offerings would fit the needs of their students. New safety workshops were also added to our program when the community dealt with accidents related to train, water, and ATV safety. Ten to 15 workshops were offered at each school and continued to be offered in 2005, 2008, 2011, 2014, and spring 2017.

Youths receive information to take home to their parents and are encouraged during the workshops to share



## Family Leadership Training Institute

the information they learn with siblings, parents, and extended family members.

In the 24 years since its inception, Morgan County staff has delivered 72 daylong workshops at schools (every three years) for third- through fifth-graders, reaching over 10,000 youth. Safety topics include grain entrapment, tractor rollover, power takeoff entanglement, ATV safety, chemical safety, lawn and garden safety, food safety, sun safety, water safety, train safety, seatbelt safety, and safety around animals.

Collaborators have included all Morgan County elementary schools (public and private), Morgan County FFA chapters, Morgan County REA, Morgan County Ambulance Department and EMTs, Red Cross, Jackson Lake staff, city of Brush, Colorado State Patrol, and Operation Lifesaver.

### Diversity Award

This year's Diversity Team award goes to the Children, Youth and Families at Risk, Family Leadership Training Institute, Colorado team.

FLTI is designed to bring together people from all walks of life to explore the civic process and enhance leadership competencies. Participants grow in their leadership skills through an expanded understanding of the civic tool necessary to address health and social inequities. Participants in CYFAR FLTI include parents, family members, and adult mentors and their youth partners, ages 12-14.

The team members include community and campus partners. Through their work, participants have become change agents in their communities and in the state.

The Family Leadership Training Institute in Colorado accepts participants from diverse socioeconomic backgrounds, ages 12 and up, who want to improve systems for youth. Once accepted into the program, they participate in a 20-week curriculum that integrates personal and child development, leadership training, civic literacy, and participation skills.

Each year, the National Health Outreach Conference and the National Institute of Food and Agriculture seek nominations in four categories: individual/family program, community program, innovative program, and leadership. All nominations are peer-reviewed and evaluated based on meeting defined needs of their communities, documented positive impact, and ability to be used by other communities.

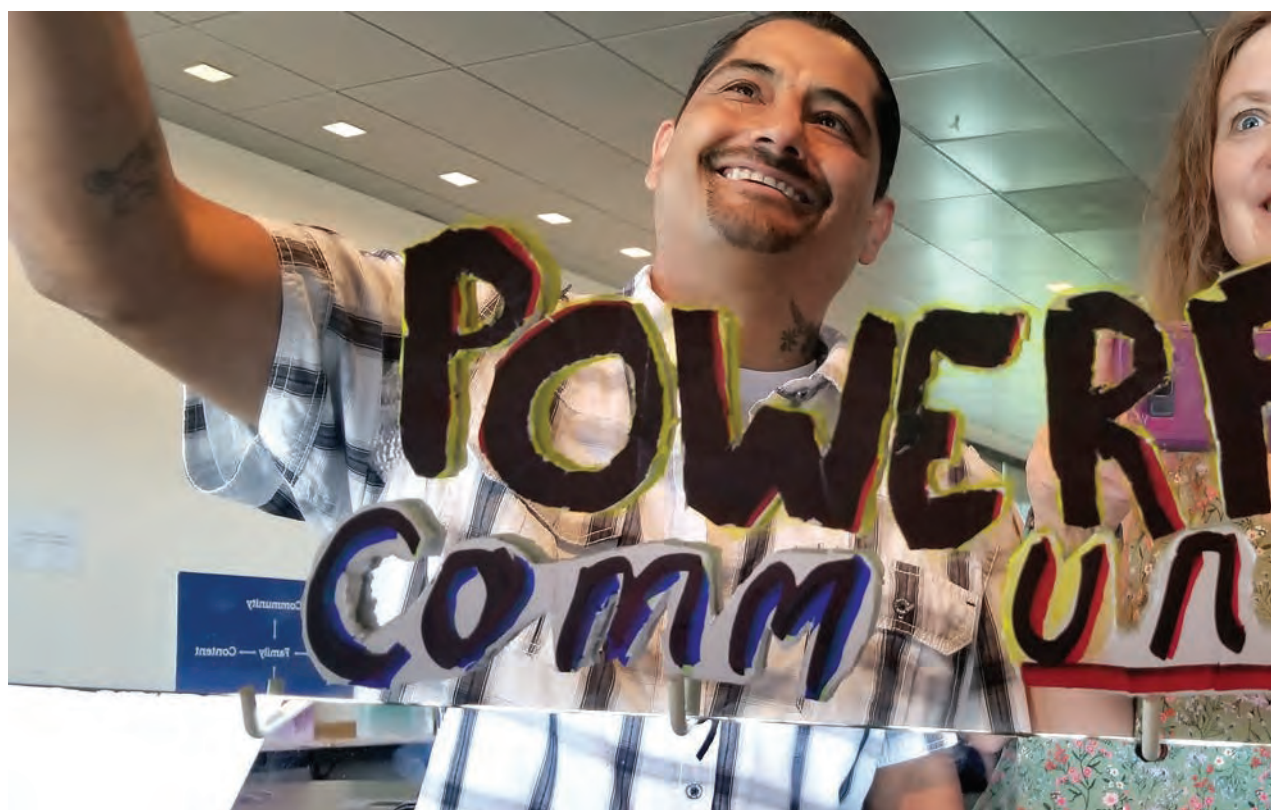
Colorado State University Extension received the 2017 Priester Community Award for its program, Family Leadership Training Institute. Carroll, Extension director of federal and civic engagement, accepted the award on behalf of her team at the 2017 National Health Outreach Conference in Annapolis, MD.

"The Family Leadership Training Institute provides opportunities for community engagement that are essential for community building and community success," said Lou Swanson, CSU vice

president for Engagement and Extension Director. "This national award is an excellent recognition to the dedication of the staff, volunteers and partners who make this program work for local communities."

The purpose of the award is to honor Extension programs that positively impact the health of people across the United States and provide leadership to expand Extension's capacity to increase the number of Americans who are healthy at every stage of life. The annual award recognizes sound and innovative health and wellness programs at the county, state and national level. The FLTI program was selected for the Community Health award. "Our FLTI team, led by Kyle Christensen, at Colorado State University, believes that when understanding and utilizing the tools of democracy, family and community leaders will positively influence policy/program change for health and well-being of children, families, and communities," said Carroll.

Since its inception, FLTI programs have reached more than 800 people in 14 communities throughout Colorado. Results reports show 82 percent of participants improve their ability to be agents of change, 79 percent improved their self-confidence, 70 percent were able to work with professionals in their



communities and 68 percent reported engaging in at least one community action related to public health priorities.

Emerging civic leaders from around Colorado also have the opportunity to learn firsthand about the legislative process at the Colorado State Capitol.

“The Leadership Day at the Capitol is an opportunity for our participants to learn about state government, the legislative process, and current policy priorities of the legislative session,” said Patti Schmitt, FLTI of Colorado assistant project coordinator. Colorado State University Extension coordinates this annual event to provide participants the opportunity to meet their elected representatives and senators to advocate for policies that are responsive to the needs of children, youth, and families.

FLTI is a first-of-its-kind family civics program. Program graduates spend more than 120 hours over 20 weeks to develop skills needed to become effective leaders in their communities.

“The curriculum integrates personal and child development, leadership skills, civic literacy, and civic engagement”, said Christensen, FLTI project coordinator. “Diversity is a primary objective of the training and participants grow individually and collectively through interactive experiences designed to ad-

dress the most essential issues affecting our communities today.”

FLTI is supported by many local, state, and national partners which allows the course to be offered free of charge.

- Research demonstrates that FLTI leaders increase their civic knowledge when comparing pre- and post-survey results at the completion of class. Some evaluation results include:
- 86 percent of participants reported knowing how state budgets were

made, compared to only 11% before receiving FLTI training;

- 92 percent reported knowing how state laws were made, compared to 33 percent before the training;
- 82 percent reported knowing who their elected state representative was, compared to 29 percent before the training;
- 86 percent reported knowing who their local representative for city government was, compared to 29 percent before the training.

## Summer interns learn about engagement and University research in Colorado

Colorado State University Extension, in partnership with the colleges of Liberal Arts, Agricultural Sciences, and Veterinary Medicine and Biomedical Sciences, hosted summer interns at a variety of locations around the state.



“We are very excited about the opportunity to foster opportunities that promote campus/county-based Extension connections,” said Becca Jablonski, coordinator of the effort. “Our goal is to help students engage in applied research that helps communities and enriches their University experience, while elevating the great work already taking place in Extension offices across the state.” Jablonski is an assistant professor and food systems Extension economist in the Department of Agricultural and Resource Economics.

The 10-week internship combines research, program delivery, and dissemination efforts with hands-on learning at the local/county level. Work will culminate in a final poster presentation at the Extension Fall Forum, sponsored by the CSU Graduate

School, to be held the week of Oct. 22, 2018, on the CSU campus.

A 16-person committee, made up of college faculty and Extension specialists, staff, and administrators, found that a common thread throughout the process of developing this program is the understanding that internships and experiences working in county offices lead to developing future Extension staff, including enhanced understanding of what a career in Extension means.

“The applicant pool consisted of 39 rising sophomores, juniors, seniors, and graduate students,” said Jablonski. There were four students selected from Liberal Arts, five from Agricultural Sciences, and two from the Veterinary Medicine and Biomedical Sciences.



# New facilities being developed

People who live in Colorado will soon have even greater access to the resources of Colorado State University, and better opportunity to interact with the state's land-grant University, because of CSU's investment in two satellite campuses that serve research, Extension and engagement for local communities.

The CSU Western Campus will be at the University's existing facility in Orchard Mesa, while the existing center in Rocky Ford will be the location of the CSU High Plains Campus. New and revamped facilities, along with bringing together multiple areas of expertise at both regional centers, will provide better access to CSU's agricultural and natural resources research, Extension, engagement, veterinary diagnostics, and the Colorado State Forest Service.

"CSU has a strong commitment to agriculture across the state, and this is a testament to that commitment," said CSU President Tony Frank. "The support of our state legislators and county com-

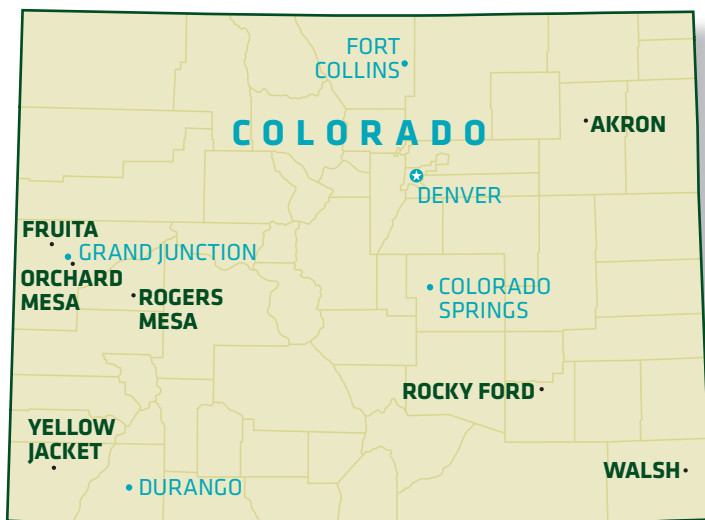
missioners has been remarkable and crucial to making these CSU centers a reality. "We are extremely grateful for their innovative engagement in coming up with ways to best to use these facilities to really serve producers and the community."

**- CSU President Tony Frank**

Last spring, the Colorado Legislature approved \$875,000 in new base funding in support of CSU's vision for greater engagement in western Colorado and the Eastern Plains. This funding allows a combined \$11.65 million investment in infrastructure improvements, such as new buildings and other facilities, at the two centers, through debt financing.

"The support of local and state leaders was absolutely critical to making this happen, and we are so grateful for their vision and support as we bolster our commitment to the necessity and importance of research in Colorado," said Lou Swanson, CSU's vice president for engagement. "The state representatives and the county commissioners we've worked with have really catalyzed the

**"CSU has a strong commitment to agriculture across the state, and this is a testament to that commitment."**



state Legislature by showing that these research and engagement centers are a great idea that's worth funding because the centers will provide significant benefits to the people the Colorado."

## CSU Western Campus

The CSU Western Campus, at CSU's existing facility in Orchard Mesa, will provide administrative oversight and intellectual leadership for CSU's agricultural experiment stations throughout western Colorado. Orchard Mesa will also house the CSU Extension Western Region office, the regional Veterinary Diagnostic Laboratory, and the regional Colorado State Forest Service office. The Rogers Mesa site near Hotchkiss will also be revamped and reopened.

The CSU Western Campus will see \$9.7 million in site improvements and investments to facilities, including two new buildings: a \$3 million Veterinary Diagnostic Laboratory and a \$5 million Research and Engagement Building. The Research and Engagement Building will include office space, two conference rooms and a seminar room, and a commercial kitchen for engagement and Extension education.

Specific programs at the CSU Western Campus will include:

- **Fruita AES Programs** will focus more intensely on "Climate Smart Agriculture," emphasizing optimal



use of water amid the pressures of municipal and industrial use, drought, climate change, and shifting market demands. These efforts will be broadly collaborative with AES, CSU Extension, and the Colorado Water Institute.

- **Orchard Mesa AES Programs** will continue to focus on pomology, viticulture, management of other specialty crops of local interest, and pest management.
- **Rogers Mesa AES Programs** at the reopened site will have an increased emphasis on engagement and Extension activities, and on community partnerships. Research activities will include comparative studies of organic and conventional production systems, with trials and demonstrations of innovative management practices developed in conjunction with the Orchard Mesa, Fruita, and Yellow Jacket facilities.
- **Yellow Jacket AES Programs** will emphasize soil health and identifying crop species and varieties adapted to the high altitudes and semiarid environment of southwestern Colorado. The crops to be studied include grasses, clovers, alfalfa, field peas, corn, potatoes, dry beans, sugar beets, small grains, and vegetables. Research will be conducted on both irrigated and dryland systems.

### CSU High Plains Campus

The CSU High Plains Campus will serve the Eastern Plains from its home in Rocky Ford. The campus will house the regional Veterinary Diagnostic Laboratory, CSU Extension Southeastern Colorado regional personnel, and Otero County Extension personnel. The High Plains Campus will be the administrative home and intellectual leadership center for the agricultural experiment stations in the High Plains, including optimizing crop production systems, novel horticultural crop development, agricultural water efficiency, and agricultural water quality research.

Specific programs at the CSU High Plains Campus will include:

- **Eastern Colorado (Akron) AES Programs** that will focus on beef cattle management with attention to cattle feeding and nutrition.
- **Arkansas Valley (Rocky Ford) AES Programs** that will focus on irrigated crop production with a particular emphasis on optimal water use for specialty crops grown under irrigation, such as alfalfa, corn, dry beans, small grains, soybeans, sorghum, onions, melons, tomatoes, cucumbers, potatoes and peppers.
- **Plainsman Research (Walsh) AES Programs** that will examine full and limited irrigation using furrow, sprinkler, and subsurface drip irrigation, as well as comparisons of various approaches to tillage such as no-till, ridge-till, conventional-till, and subsoiling. Crops include wheat, grain sorghum, forage sorghum, corn, sunflower, bean, canola, and alternative crops.

At both centers, faculty and researchers from the College of Agricultural Sciences will continue to do the priority research of the Agricultural Experiment Station, along with colleagues from CSU's other colleges.

Establishment of the new regional centers will also result in savings. The total savings is estimated to be approximately \$39,500 each year as an additional positive outcome of CSU's enhanced commitment to rural vitality, including a contemporary focus on agricultural sciences and natural resources management.



## Rainwater harvesting educational outreach

Colorado's longtime ban on residential rain barrels has come to an end. Now, most homeowners in the state are allowed to collect precipitation for later outdoor use.

Rainwater collection, also called rainwater "harvesting," is the process of capturing, storing, and directing rainwater runoff and putting it to use. Water from roof gutter downspouts that is directed onto landscaped areas is not regarded as rainwater harvesting under this legislation.

The Colorado Legislature passed House Bill 1005, which allows a maximum of two rain barrels – with a combined capacity of 110 gallons – are allowed at each household, in 2016. A study conducted by the Colorado Stormwater Center, housed within the Department of Civil and Environmental Engineering at Colorado State University, showed that nearly all of the water would otherwise be absorbed in the ground by the downspout or in the ground in the garden, the CSU analysis indicated.

"We do not think any changes to the water cycle could be accurately quantified or measured," said Chris Olson, a researcher and program manager at the Stormwater Center. "The water is going to be infiltrated or evaporated. The only difference is the timing, a day, maybe two, before the rain barrel is emptied."

### Collection systems

Collected rainwater may be used to irrigate outdoor lawns, plants, or gardens. Untreated rainwater collected from roofs is not safe to drink.

Any container capable of collecting the rain shedding from a roof or patio can be used as a rainwater harvesting system. To comply with Colorado water law, the container must be equipped with a sealable lid. Rainwater collection systems vary from simple and inexpensive to complex and costly.

Typically, rooftop rainwater collection systems are simple – gutters, downspouts, and storage containers. Inex-

pensive rainwater storage systems commonly make use of an above-ground container such as a barrel or plastic tank with a lid to reduce evaporation and bar access for mosquitoes to breed. More sophisticated systems have "first flush" diverters that are recommended to exclude capture of the initial rain that might carry impurities from the roof.

There are several restrictions that are important to follow in order to use rain barrels legally in Colorado. These restrictions differ depending on your residential situation.

Under House Bill 1005, rain barrels can be installed only at single-family households and multifamily households with four or fewer units. A maximum of two rain barrels can be used at each household, and the combined storage of the two rain barrels cannot exceed 110 gallons. Rain barrels be used to capture rainwater only from rooftop downspouts, and the captured rainwater must be used to water outdoor lawns, plants, and/or gardens on the same property from which the rainwater was captured. Rain barrel water cannot be used for drinking or other indoor water uses.



### JUST THE FACTS

Colorado State University Extension has created a fact sheet with additional details on rainwater harvesting. Additionally, Extension agents and specialists have developed how-to videos for homeowners.

- *Do-it-Yourself Rain Barrel Guide* [youtu.be/Tqcb7Rvtn8k](https://youtu.be/Tqcb7Rvtn8k)
- *DIY Barrel Installation* [youtu.be/5weQ07CgxLo](https://youtu.be/5weQ07CgxLo)
- *How to Use Your Harvested Rainwater* [youtu.be/zAFxSZ\\_HK3w](https://youtu.be/zAFxSZ_HK3w)

## New app for emerald ash borer detection

To help Colorado homeowners determine whether trees on their property are susceptible to being killed by emerald ash borer, the Colorado State Forest Service and Colorado State University Extension have released a free app that allows people to use a mobile device to ascertain which trees are at risk and what steps to take before they are infested.

Emerald ash borer is a highly destructive, non-native insect from Asia, first detected in Colorado in 2013. The pest is fatal for all infested ash trees unless the trees have been chemically treated.

“The most important thing Colorado communities can do now is prepare for emerald ash borer’s arrival by increasing their awareness, sharing information about how to identify ash trees, and learning the symptoms of this pest,” said Keith Wood, Colorado State Forest Service community forestry program manager.

The EAB/Ash Tree ID app can be downloaded on almost any Apple or Android-based device, and is easily located in app stores by simply searching for “ash tree.”

The app offers a step-by-step process to determine if a tree appears to be a true ash or not, and offers links and other information about EAB. The app

is intended not just for homeowners, but also for business owners, school groups, or anyone concerned about the potential impacts of this pest.

The app is also intended to prompt homeowners and other landowners to consider early management options for EAB, including replacing unhealthy trees before they die, treating high-value trees with the proper insecticides, and planting new trees near ash that might ultimately succumb to the pest.

### Pest responsible for deaths of millions of ash trees

Emerald ash borer, which is responsible for killing tens of millions of ash trees in 30 states and two Canadian provinces, has been detected only in Boulder County within Colorado. Yet the pest has become a concern for communities all over the state because each year it can fly up to a half mile to infest new trees, and it spreads much faster through the human transport of firewood and other raw wood.

An estimated 15 percent or more of all urban and community trees in the state are ash trees.

Boulder and Longmont have been dealing with the pest’s impacts since confirming detections in September 2013 and June 2016, respectively. Many

other Colorado communities are preparing for EAB’s arrival.

The city of Denver began its “Be a Smart Ash” campaign last year to raise awareness of the threat in the metro area, where one in six trees are ash, and since then has been implementing a 15-year plan to identify, treat, and replace ash trees on city property.

The state Department of Agriculture has information about EAB in Colorado, including quarantine information.

[col.st/5aHQA](http://col.st/5aHQA)



# Senior Access Points in Larimer County

Each time older adults and their family members confront a new aging issue, they can be confused about how to identify solutions. When a crisis hits, it's often not easy to figure out where to turn. While many aging-related community services are available for seniors in Larimer County, a coordinated, county-wide outreach better connects people at various stages of life.

Over the past two years, a community resources team has been taking a hard look at the range of services available and how local residents access them. The collaboration includes members of the Partnership for Age-Friendly Communities, Larimer County Extension, and the Department of Human Development and Family Studies at Colorado State University. The goal is to determine if and how a more comprehensive and coordinated marketing approach might help improve access to resources.

Representatives from many of the agencies providing services to aging residents came together to discuss key sources and places (access points) where aging-related information might be found, displayed, and distributed. In particular, the group is interested in identifying seniors and their families who live in more isolated parts of Larimer County and who may not have access to the array of resources available online.

"Putting all the minds together in one space provided really useful suggestions for future work," said co-facilitator Sue Schneider, Extension agent in Larimer County.

The group identified some of the barriers to finding resources, including cultural norms that might limit a person seeking help, and the perception that seniors are reluctant to seek help for fear that they may lose their independence. Family dynamics can also play a role, several of the participants stated.

Allyson Brothers, co-facilitator and human development and family studies faculty member in the CSU College of

Health and Human Sciences, coordinated the distribution of a survey through many of the local organizations. The survey asked respondents questions intended to provide a clearer picture of who is seeking resources, why, which Larimer County communities they are from, and how better connections can be made.

"The findings showed that the top reasons people sought aging-related resources were declining health issues, caregiver resources and supports, and home care services," said Brothers. The most common places people looked for aging-related resources were the Larimer County Office on Aging, their doctor's office, and an online search.

Through this collaborative process, it is the hope that barriers to accessing aging-related resources in Larimer County will be reduced.

In response to survey findings and input from professionals in aging-related fields, the Senior Access Points team developed an information hub at [larimerseniors.org](http://larimerseniors.org) to help people more easily navigate resources related to aging.

"We developed an ambassador volunteer program to build outreach capacity, orient aging professionals to the new website, and disseminate Senior Access Points materials," said Schneider. "We've had a great response to this initiative."

As part of a pilot project, nine community volunteers completed training to become Senior Access Points ambassadors.

"The SAP ambassadors have worked to identify key community sites that

## 439 AGING-RELATED RESOURCES FOR YOU AND YOUR LOVED ONES.

Are you caring for an aging loved one?  
Is maintaining your independence important?



SENIOR ACCESS POINTS  
OF LARIMER COUNTY

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**ONLINE:** [larimerseniors.org](http://larimerseniors.org)

**CALL:** 970.498.7750

**EMAIL:** [adrc@larimer.org](mailto:adrc@larimer.org)

A COLLABORATION AMONG



**HUMAN DEVELOPMENT  
AND FAMILY STUDIES**  
COLORADO STATE UNIVERSITY  
EXTENSION



Partnership for Age-Friendly Communities  
in Larimer County



Larimer County Office on Aging  
[www.lcoa.networkofcare.org](http://www.lcoa.networkofcare.org)

serve older adults and their family members," Schneider said. "We are in the process of building relationships to educate front-line workers about the many wonderful aging-related programs available to older adults in our community."



## GRANDcares program

Feeling exhausted and drained at the end of the day might be typical for many of us. But for those raising their grandchildren, balancing the demands of young children with their own self-care can be daunting.

In an effort to better help and support “grandfamilies,” Colorado State University and the University of Hawaii have been collaborating with CSU Extension and local community and agency partners on the GRANDcares Project.

The GRANDcares Project’s classes started with a five-year grant in 2015.

“Grandparents often do not focus on themselves and focus their attention on the needs of their grandchildren,” said Christine Fruhauf, CSU Extension specialist and professor in CSU’s Department of Human Development and Family Studies. “As a result of this class, grandparents have told us that, for the first time, they are taking better care of themselves and finding ways to cope with the challenges of raising grandchildren.”

### One grandfamily’s story

One grandmother, who wants to be known only as “Carol” to protect her anonymity, has been raising her grandchildren for the past 11 years after social services removed the children from her daughter’s home due to excessive drug and alcohol use. While Carol accepted the children lovingly into her own home, she soon realized that simultaneously striving to be both grandparent and parent is a challenge. Carol works outside the home to financially support her family, putting aside her plans for retirement. She strives to support her grandchildren in school, helping them with homework and attending many meetings with teachers. Caring for the many needs of her grandchildren, combined with her own mounting health issues, often leaves Carol feeling utterly spent.

Carol’s experience is not unique. Grandparents across the country step up to care for their grandchildren full time; nearly 3 million children in the United States are being raised by their

grandparents. Grandparents help keep these children among family and out of the foster care system, but the situation creates vulnerabilities for both grandparents and grandchildren.

Grandparents become stressed and often depressed, and grandchildren often deal with trauma and the loss of their parents. These issues, among others, become exacerbated by the lack of resources available to support grandfamilies.

The project offers free webinars for service providers that help strengthen self-care and parenting skills in custodial grandparents, develop communication and leadership skills in grandchildren, and increase the ability of service providers to meet grandfamilies’ needs. For more information visit the GRANDcares Project website at: [grandcares.colostate.edu](http://grandcares.colostate.edu).



## Denver Veterans to Farmers

A partnership that offers veterans agriculture-based certificate programs, designed to help them assimilate effectively while exploring urban farming, has developed in Denver. Veterans to Farmers recently announced its expanded partnership with Colorado State University Extension and Denver Botanic Gardens-Chatfield Farms.

“The graduates from the farming program can make a significant impact, either growing food for their families or their communities,” says Rusty Collins, director of the CSU Extension office in Denver. “This helps create a more locally sustained food environment.”

Encouraging urban farming and local food production will help Denver as it strives to reach aggressive food goals for the Denver 2030 Food Vision. The collaboration between CSU Extension and VTF has built a strong partnership. The groups are looking forward to the graduation ceremony for the class participants.

### Three certificate programs

The Veterans to Farmers organization is a national leader in the way it works with veterans and the opportunities that are provided for agriculture and small-scale farming. This expanded partnership includes three agriculture-based certificate programs: CSU’s Colorado Building Farmers Program, Denver Botanic Garden’s Community Serving Agriculture Program, and the Veterans to Farmers Controlled Environment Agriculture Program. Through these partnerships, veterans who finish the 10-week VTF training programs will receive certificates stamped with CSU Extension’s seal of approval.

“These certificates greatly validate our work and dedication to making sure that the veterans going through our courses are receiving an education in farming skills,” says Buck Adams, founder of VTF.

The program helps veterans assimilate effectively, productively, and permanently into private life by training them in agriculture that leads to urban

farming and/or business ownership. CSU Extension’s program is both an online and hands-on course that teaches veterans about CEA and small-scale vegetable production. The Denver Botanic Gardens also provides VTF with a six-acre site at its Chatfield Farms location for outdoor gardening training.

### Began at CSU

“Our partnership began when CSU first offered the CEA class, which was made possible through the Beginning Farmer and Rancher Development Program,” said Adams. “It has now expanded into three classes and has welcomed DBG into the partnership. We are the only veterans’ program that has three

certified state University programs in the nation.”

The competitive grant program requires a partnership between a public and private entity and funds education, Extension, outreach, and technical assistance initiatives directed at helping beginning farmers and ranchers of all types.

The Veteran to Farmers’ mission is to provide American veterans with pride, education, and fulfillment through a permanent source of sustainable income, community, and contribution.

More information on Veterans to Farmers: [veteranstofarmers.org](http://veteranstofarmers.org)

More information on CSU’s curriculum: [buildingfarmers.com](http://buildingfarmers.com)

## Annie’s Project

For the past two years, Annie’s Project has provided women in Northeastern Colorado with the skills they need to provide leadership to various components of their families’ farm enterprises. In the fall of 2016, Brent Young brought the six-week course to Northeastern Junior College. The class meets for three hours each week, usually in the evenings.

The program has since expanded throughout Eastern Colorado, under the leadership of Young, CSU Extension agriculture and business management specialist. Young organized a facilitator training workshop in the fall of 2017, where roughly 25 new Annie’s Project facilitators were trained to lead six-week courses and provide education in five risk areas including: financial, human resources, legal, market and production.

The mission of Annie’s Project (a 501(c)(3) nonprofit organization) is to empower farm/ranch women to be better business operators and/or partners through networks and managing and organizing critical information.

Annie was a woman who grew up in a small town in northern Illinois. She spent her lifetime learning how to be an involved business partner with her farm husband. Together they did great things, but it wasn’t easy. Annie’s Project was designed to take her experiences and share them with farm women living and working in a complex business.

**For more information:** [www.anniesproject.org](http://www.anniesproject.org) or Brent Young at [brent.young@colostate.edu](mailto:brent.young@colostate.edu).



**Interactive. Supportive. Empowering.**  
The Annie's Project educational program helps farm and ranch women to be better business operators and partners.



## Radon detection programs

Every house in Colorado is different, but one thing they could have in common is the risk of radon.

New and old homes, well-sealed and drafty homes, and homes with or without basements all have the potential to have radon issues, which could lead to significant health problems. Radon has been found to be the leading cause of lung cancer among nonsmokers in the U.S. and claims approximately 21,000 lives annually, nationwide.

Radon is a colorless, odorless, naturally occurring radioactive gas emitted from the breakdown of uranium in rocks and soil. Normally, radon gas rises up through the soil and dissipates into the air outside buildings. Air pressure inside a home is usually lower than pressure in the soil around the house's foundation. Because of this difference, the house acts like a vacuum, drawing radon in through foundation cracks and other openings. Concerns about radon arise when it accumulates in the home after seeping through openings – cracks, loose-fitting pipes, sump pits, dirt floors, slab joints, or block walls.

### Building awareness

“Measuring radon levels in the home is simple and inexpensive,” says Wendy Rice, family and consumer science Extension agent in La Plata County. “All homes in Colorado should be tested. The geology in La Plata County makes radon a particular problem there with approximately 49 percent of homes with unhealthy (greater than 4 pCi/L) radon levels.”

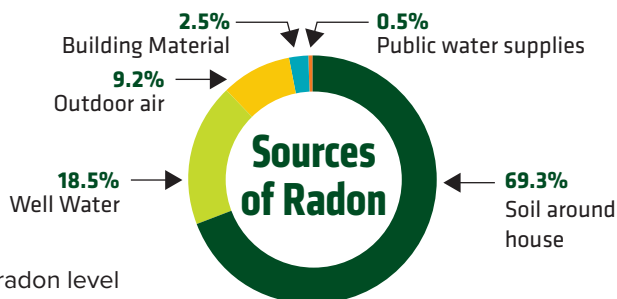
For the past eight years, Rice has been working with home and business owners as well as local residents in four counties in southwestern Colorado (La Plata, Montezuma, San Juan and Archuleta). She provides educational sessions for residents, students,

stakeholders, HOAs, builders and real estate agents.

Only individual testing can determine which buildings may have a radon problem. The radon level in one home cannot be gauged on a neighboring test result.

Extension offices throughout the state offer free educational programs on radon testing and mitigation. Five counties have received funding from the Colorado Department of Public Health and Environment to provide educational programs to homeowners and, in some cases, businesses, to help people learn to detect radon. In Larimer County, for example, agriculture and natural resources Extension agent Karen Crumbaker works with day care personnel so that they can meet health department requirements at their facilities. Children are at higher risk because their respirations per minute are significantly faster than an adult. CDPHE requires all day-care facilities in the state to conduct radon testing in their facility.

“I was asked by the Larimer County Department of Health and Environment to educate day care facility personnel on how to conduct a radon test in their facility,” Crumbaker said. The City of



Fort Collins Healthy Sustainable Homes Program supports the educational programs for childcare facilities located within the city by providing free test kits.

Extension's outreach approach varies, depending on the needs of a community. Mark Platten, in Teller County, provides two short-term radon kits, a DVD and other handouts to participants. He has established distribution points at the county seat in Cripple Creek: at the public health department, the building and planning department, and his office.

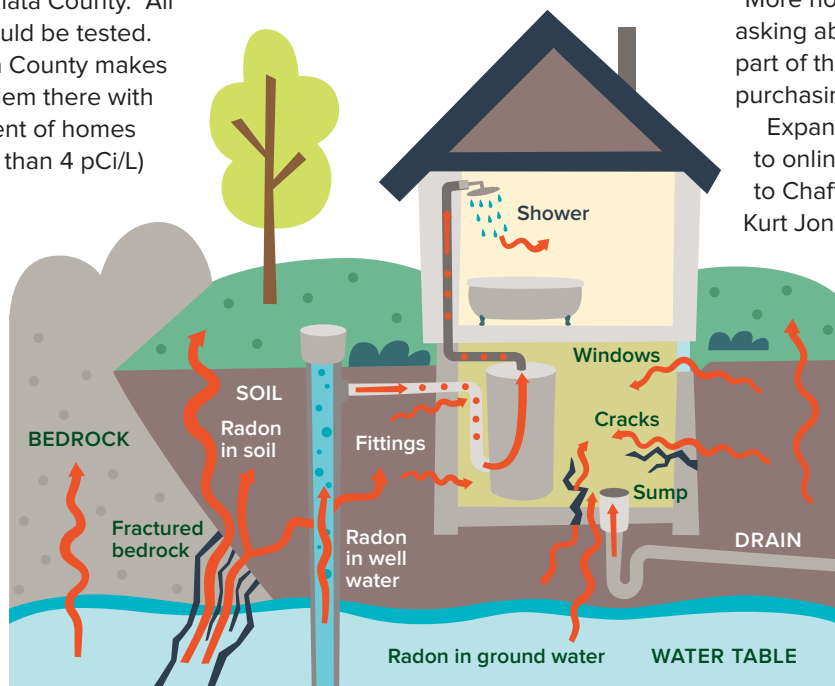
“I also help people interpret their results and provide information on installing mitigation systems,” he said. An effective outreach effort is also the classes he provides for Realtors and builders.

“Because radon has been found to be a cancer-causing radioactive gas that you can't see, smell, or taste, its presence in the home can pose a danger to the entire family's health,” said Platten. “More homebuyers and renters are asking about radon levels, and radon is part of the disclosure statement when purchasing a home.”

Expanding the educational efforts to online venues has proved valuable to Chaffee County Extension Director Kurt Jones.

“I reach people through webinars, so folks can stay at home or at work,” Jones said. “By mailing the radon kits to them ahead of time, they have time during the webinar to actually set the kits out and test during the webinar.”

For more information, view the Extension fact sheet *Preventing Radon Problems in the Home*.



## EFNEP

When Nancy Moreno was a single mother on food stamps, trying to support her four young children, she prepared large meals that were often deep-fried and made with lots of salt and lard.

Then she took a free Expanded Food and Nutrition Education Program class from Colorado State University Extension and learned how to cook healthy meals and eat proper portions on a tight budget, while also learning how to be more physically active.

### A change for the better

Moreno began teaching EFNEP classes herself in 2013, and since then, her work hours have been increased from 30 to 40.

Now, when she sees students in her class who look like they are in the position she was in, she tells them what she went through.

“A lot of people don’t talk much; they have to get to know you first,” Moreno says. “So, I started sharing my experience. If I see that they’re in need and embarrassed to ask for help, I’ll tell some of my story. I try to give them something to give them hope.”

### About the course

The classes, which feature everything from interactive cooking demonstrations to cardio exercises to free cookbooks, are held at schools, low-income health clinics, and county human services departments. Moreno and other instructors recruit participants by setting up tables and skilllets in front of grocery stores, where the smell of simmering food sometimes attracts prospective students.

For more information, visit [www.efnep.colostate.edu](http://www.efnep.colostate.edu).

## Eating Smart, Being Active App

A host of tools created at Colorado State University to help people lead a healthy lifestyle is now just a smart-phone tap away.

A new app has been developed for Eating Smart • Being Active, curriculum developed a decade ago by a team led by CSU Extension specialist and Professor Susan Baker of the Department of Food Science and Human Nutrition. Eating Smart • Being Active targets low-income families and is widely used by nutrition education programs in 41 states, Puerto Rico, and Guam.

Baker’s team developed the new smartphone application to reinforce the information and skills taught in the nine-lesson classes.

“If class attendees want to review something they learned in the classes, they can refer to the app,” Baker explains, adding that eventually her team will be able to use the app to collect data on how well the information and new skills learned are maintained in the months and years after people finish the program.

### Features in the app

In addition to a daily step tracker, the app features recipes found in the Eating Smart • Being Active

*Let’s Cook!* cookbook and includes shopping lists for each recipe. The app also has simple exercises taught in the classes that don’t require any special equipment and can be done

anywhere. The exercises are demonstrated with simple gif animations that don’t burn data, which is an important consideration for anyone on a budget. Also included in the app is a unit price calculator, to help people quickly and easily find the cost-per-ounce of a food product, so that prices can be compared at the grocery store.

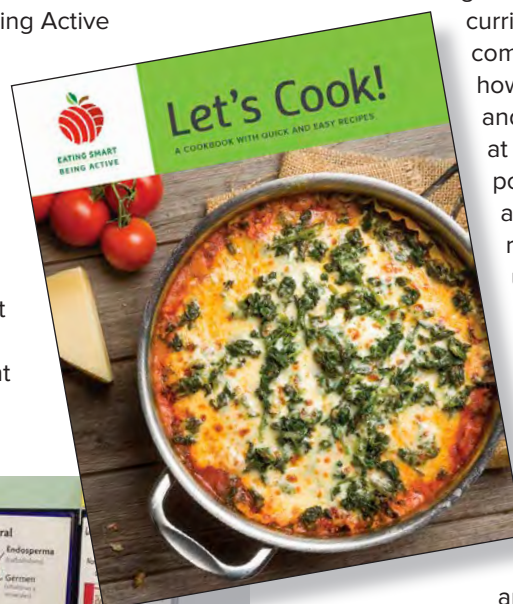
“Offering shopping lists on the app is a huge thing for people who are on really tight food budgets,” Baker says. “And if they get to the grocery store and realize they’ve forgotten their list, they can just bring up the shopping list or one of our recipes in the app on their phone.”

The app is available to Colorado State University Extension Expanded Food and Nutrition Education Program class participants, but anyone can download it for free by searching for “Eating Smart Being Active” in the Apple App Store or Google Play for Android.

Eating Smart • Being Active, updated in April 2017, reflects the 2015-2020 Dietary Guidelines for Americans from the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. In addition to the

guideline changes, the curriculum helps low-income individuals learn how to cook healthy and inexpensive meals at home – and incorporate more physical activity into their daily routines. The 90-minute classes, taught by CSU Extension EFNEP educators at schools, health clinics, and human services agencies, covers how to choose healthier foods, stretch food budgets, and be more physically

active. Cookbooks are free to all class participants, but individual copies of the Eating Smart • Being Active *Let’s Cook!* cookbook can be purchased through CSU Extension at: [csuextstore.com](http://csuextstore.com).



Moreno, right, teaching one of her classes



## New food preservation app now available

A group of Colorado State University faculty and Extension specialists have created a free food preservation app called Preserve Smart. CSU Extension uses a multifaceted approach to the challenge of providing up-to-date food preservation information to residents across the state via website materials, in-person classes, trained volunteers, and now, the Preserve Smart app.

### Team approach

Extension specialist Elisa Shackleton and CSU Extension specialist and Associate Professor Marisa Bunning of the Department of Food Science and Human Nutrition first had the idea for a food preservation app in 2011. With the help of Derek Stegelman, College of Health and Human Sciences assistant director of IT for application development; Edie McSherry, a Larimer County Extension agent; and a team of volunteers from across Colorado, the food preservation app was launched this spring.

“Overall, CSU Extension has seen a rise in website viewers using mobile devices,” said Shackleton. “But our online resources aren’t mobile-responsive, so we wanted to incorporate our food preservation fact sheet information into the app to meet that need.”

The app focuses on food preservation methods and basics. Users can choose whether they want to preserve fruits or vegetables, and then select their particular type of produce. Preservation options vary depending on the type of produce, but include freezing, canning, drying, and making spreadable preserves, such as jams and jellies.

### Elevation matters

Preserve Smart differs from any food preservation magazine or book because it allows users to set their elevation before starting the preservation process. Elevation needs to be taken into account when canning, especially in Colorado and other high-elevation locations because, if not done correctly, it can be a serious health threat.

“Canning can be dangerous if tested methods are not followed, and this

is especially true in Colorado,” said Bunning, “because adjustments often need to be made for elevation. Many canning recipes available to the public do not account for higher elevation, and that can lead to food spoilage or even contamination with botulism toxin. Although it is critically important to adjust for elevation to ensure the temperature is adequate to destroy bacterial spores, this is a science lesson that is not very well-known.”

The app has a feature on its home page that allows users to enter their elevation, and when they visit the recipe, processing times are automatically adjusted to fit their pre-set elevation.

“In Colorado, a lot of people don’t know that their elevation matters, or don’t know the elevation where they live,” Shackleton said. “Anything above 3,000 feet is considered ‘high altitude,’ and that’s all of Colorado.”

The app is available for Apple and Android devices, and a mobile-responsive online version can also be found at [apps.chhs.colostate.edu/preservesmart](https://apps.chhs.colostate.edu/preservesmart).

## Engaging youth from military families with Colorado agriculture

Colorado's Peterson Air Force Base was the unlikely location for learning the science behind food production this spring.

"AgFest is an eclectic approach to STEM education focusing on the science in food production," said Vanessa Tranel, Extension's military liaison with the base in Colorado Springs.

Elementary school students from the U.S. Air Force Academy and the base participated in a day long, hands-on learning program used science, technology, engineering, and math (STEM) activities. The goal is to help children learn about the importance of agricultural food production, while meeting Colorado Academic Standards for fifth grade. In addition to Extension and Colorado 4-H, AgFest is supported by Colorado's agricultural commodity groups, private industry, and the Colorado Department of Agriculture.

AgFest was developed by Extension agents in eastern Colorado eight years ago, but this was the second program held specifically for military-connected youth. Twenty agents are now involved in the program.

Students and educators participate in experiential learning opportunities as they rotate between stations concentrating on different scientific aspects of Colorado agriculture.

Topics included:

- Dairy Production and Butter Making
- Global Positioning Systems
- Embryology
- Water Quality and Erosion
- Microbes and Bacteria
- Plant Science and Biotechnology
- Pollination and Honey Bees
- Power and Simple Tools
- Range Land Ecology
- Beef Production and Byproducts

The students were quick to share new things they'd learned, Tranel said.



"I've never milked a cow before, said Christian, age five. "This is so cool."

"I learned you need three satellites to make a GPS work!" said Ryan, age seven.

AgFest is one of several Colorado programs designed to raise student awareness about the link between people, crops, and livestock.

"The youth were engaged and excited about the stations and topics," said Vicki Rygiel, School Age Program Coordinator with the Peterson Youth Center.

"Education and opportunities in STEM are a critical part of our mission in military youth programs." This addition to the partnership programming answers a need in the nation's educational priorities. Rygiel noted that the topics created thought-provoking questions from the student and that the hands-on activities stimulated experiential learning.

"The guest speakers were excellent representatives of their agricultural fields and their inclusion of STEM provided for a fascinating learning environment," she said.

The CSU Extension 4-H Military Partnership has reached military-connected youth, staff, and families in Colorado for over 20 years. 4-H clubs are available worldwide on military installations through the national partnership, with 4-H programming built upon four essential elements. This ensures that youth feel a sense of belonging in a safe environment, develop independence in both group and individual work, share with others in the community through generosity, and develop a sense of mastery that continues throughout life as they practice and share what they have learned with others.

These life skills are invaluable in developing resiliency in youth as they transition through frequent moves and experience challenges surrounding deployment and reintegration.

"AgFest was extremely successful in using STEM education to show our military youth where their food comes from, other than the grocery store," Tranel said. "Our military partners are excited about expanding AgFest programs to additional Air Force and Army installations."

# Colorado 4-H at a glance

What began as a way to give rural youth new agricultural skills has grown into America's largest youth development organization.

4-H grows young people with essential life skills such as confidence, courage, resilience, and curiosity, who are empowered and prepared for life today and tomorrow.

**COLORADO 4-H FOUNDATION** is proud to raise and distribute funds providing positive youth development and education in Colorado. 2017 brought continued growth, valued partnerships, and new supporters.

**Fundraising activities included:**

Ford F-150 Truck Raffle	\$142,000
Paul and Jean Hoshiko Memorial Golf Tournament	\$39,815
Pedal the Plains	\$7,000

**Funds distributed to:**

Scholarships totaling \$55,200 were awarded to 50 high school seniors. Youth participation in the National Western Roundup, Colorado State 4-H Conference, National 4-H Congress, Citizen Washington Focus, and the National 4-H Conference

**Race and Ethnicity data** collected and combined from federal reporting information (E5237), in the areas of ethnicity and race. Ethnicity is broken into two categories, "Hispanic or Latino and Not Hispanic or Latino" and race is an additional choice selected once ethnicity has been provided. This results in numbers that exceed 100 percent.

**Colorado 4-H Enrollment**

Organized 4-H Clubs	13,042
School Enrichment	49,954
Short Term/Special Interest	34,213
After-School Programs	14,383
Camping Programs	1,903

**Total 4-H Enrollment 113,495**

**Place of Residence**

Central Cities	31,439
Suburbs	27,371
Towns (10k-50k)	22,355
Towns (under 10k and rural non-farm)	18,625
Farms	13,705

**Volunteer 4-H Leader Enrollment**

Adult Volunteers	11,023
Youth Volunteers	1,432

**Race and Ethnicity of 4-H Youths**

	Colorado 4-H	Colorado 2010 Census
White	96,023-85%	84%
Hispanic	23,321-20%	21%
Black	5,964-5.3%	5%
Asian	2,655-2.3%	2.8%
More than one race	6,238-5.5%	3.4%

**Nationally, where do 4-H kids live?**

**1,800,000+ Cities**

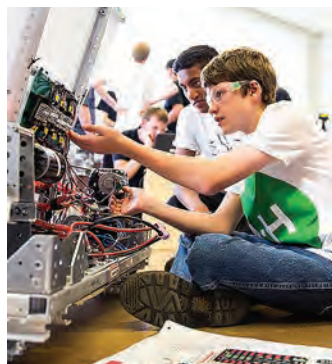
**1,600,000+ Towns/Suburbs**

**2,600,000 Rural**



**HEALTHY LIVING**

Recalling its agricultural roots, 4-H has a long history of promoting healthy living among youths and their families.



**SCIENCE**

The need for science, engineering, technology, and math education is essential for today's young people.



**AGRICULTURE**

4-H programs engage and excite young people in agricultural science topics such as veterinary science, biotechnology, raising and training animals, and forestry.

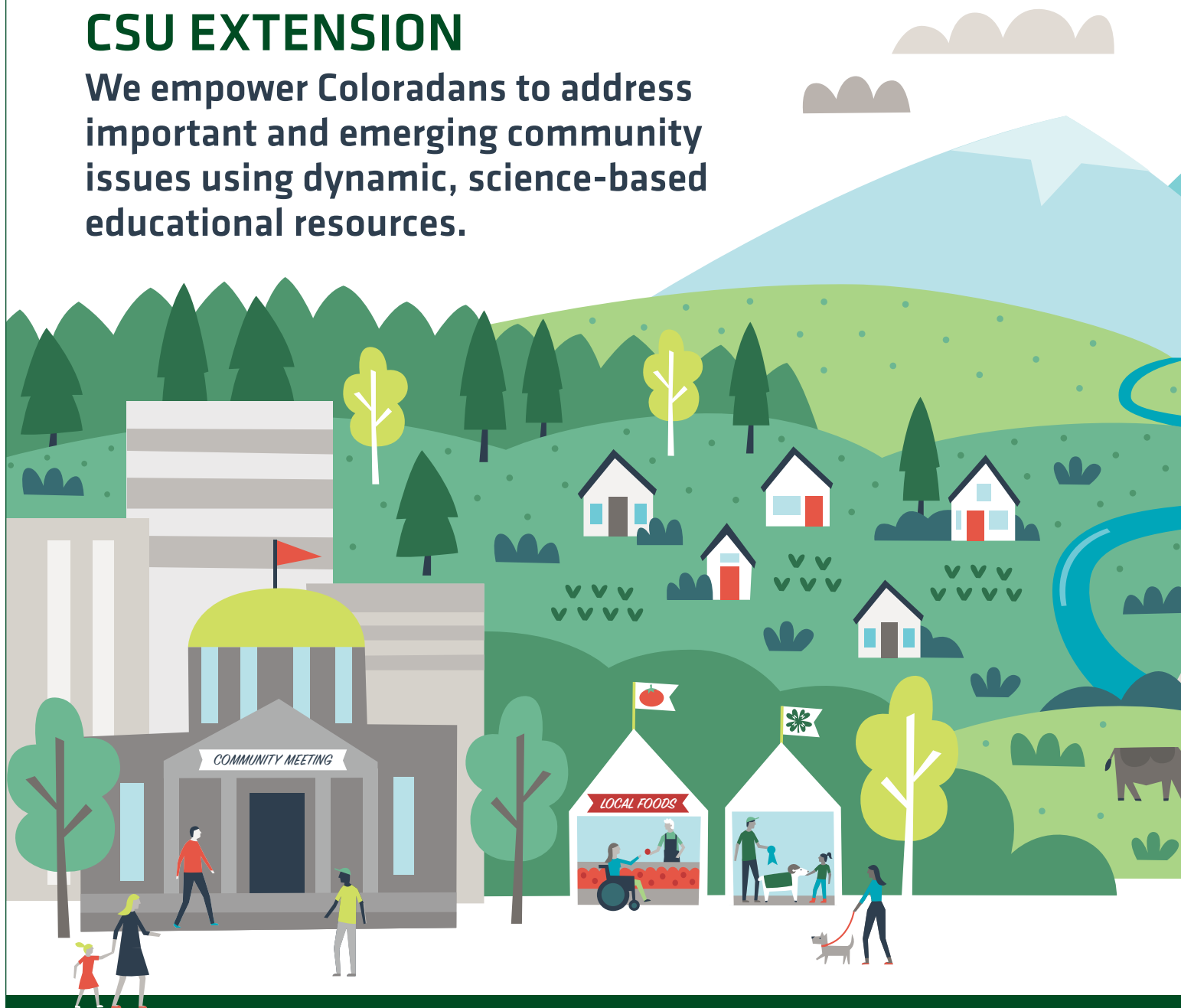


**CITIZENSHIP**

Since its inception, 4-H has placed emphasis on the importance of young people being engaged, well-informed citizens.

## CSU EXTENSION

We empower Coloradans to address important and emerging community issues using dynamic, science-based educational resources.



TRUSTED | COMMUNITY | SCIENCE-BASED | INTEGRITY | INCLUS



## Strategic plan

Over the past two years, Ashley Stokes, assistant vice president for engagement and Extension deputy director, Coloradans embarked on a strategic planning process for Extension.

“Driven by strong, locally relevant input from employees throughout the state, key priorities and goals were established,” Stokes said. “The emerging themes were personnel, marketing and communications, programming and partnerships, and resources development.” Key priority areas were identified, and within those the following goals emerged:

- Enhance Extension’s great employees through best hiring practices and provide improved professional development and other retention efforts;
- Improve visibility and demonstrate Extension’s value as a relevant and important education resource across Colorado’s communities;
- Provide Extension programming that is locally relevant, high quality and research based; that meets diverse stakeholder needs; and that advances effective partnerships across CSU and beyond;
- Grow and manage partnerships, volunteers, and funding resources to enhance opportunities throughout Extension.

“Extension employees throughout the state collaborated with energy specialist Cary Weiner, to shape our new mission, vision, and core values to truly reflect the evolving Extension landscape throughout Colorado,” Stokes said. Work continues as Extension throughout the state advances these goals across Colorado and their local communities.

### Mission Statement

Empower Coloradans to address important and emerging community issues using dynamic, science-based educational resources.

### Vision Statement

CSU Extension is highly valued for inclusive, impactful community engagement in support of our land grant university mission.

### Core Values

- Trusted
- Community-based
- Science-based
- Integrity
- Inclusive





# See What's Possible

**Our mission is to empower Coloradans to address important and emerging community issues using dynamic, science-based educational resources.**

Yard & Garden	Sustainable Energy
Insects	Water Quality & Safety
Agriculture	4-H Youth Development
Natural Resources	Community & Economic Development
Food Systems	Personal Finance & Financial Literacy
Food Safety	
Leadership Development	
Nutrition & Health	

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

Adams .....	(303) 637-8100	Kit Carson .....	(719) 346-5571
Arapahoe .....	(303) 730-1920	La Plata .....	(970) 382-6463
Archuleta .....	(970) 264-5931	Larimer .....	(970) 498-6000
Baca .....	(719) 523-6971	Las Animas .....	(719) 846-6881
Bent .....	(719) 456-0764	Lincoln .....	(719) 743-2542
Boulder .....	(303) 678-6238	Logan .....	(970) 522-3200
Broomfield .....	(720) 887-2286	Mesa .....	(970) 244-1834
Chaffee .....	(719) 539-6447	Moffat .....	(970) 824-9180
Cheyenne .....	(719) 767-5716	Montezuma .....	(970) 565-3123
Clear Creek .....	(303) 679-2424	Montrose-Ouray .....	(970) 249-3935
Crowley .....	(719) 267-5243	Morgan .....	(970) 542-3540
Custer .....	(719) 783-2514	Otero .....	(719) 254-7608
Delta .....	(970) 874-2195	Park .....	(719) 836-4296
Denver .....	(720) 913-5270	Phillips .....	(970) 854-3616
Dolores .....	(970) 677-2283	Prowers .....	(719) 336-7734
Douglas .....	(720) 733-6930	Pueblo .....	(719) 583-6566
Eagle .....	(970) 328-8630	Rio Blanco .....	(970) 878-9490
El Paso .....	(719) 520-7690	Routt .....	(970) 879-0825
Elbert .....	(303) 621-3162	San Luis Area Office: .....	(719) 852-7381
Fremont .....	(719) 276-7390	Alamosa, Conejos, Costilla, Mineral, Rio Grande, and Saguache	
Garfield .....	(970) 625-3969	San Miguel .....	(970) 327-4393
Gilpin .....	(303) 582-9106	Sedgwick .....	(970) 474-3479
Grand .....	(970) 724-3436	Summit .....	(970) 668-3595
Gunnison .....	(970) 641-1260	Teller .....	(719) 686-7961
Huerfano .....	(719) 738-2170	Washington .....	(970) 345-2287
Jackson .....	(970) 723-4298	Weld .....	(970) 304-6535
Jefferson .....	(303) 271-6620	Yuma .....	(970) 332-4151
Kiowa .....	(719) 438-5321		



# 2017 County Commissioner Satisfaction Survey: CSU Extension Services in Colorado

Survey Results Summary Report

March 2018



**COLORADO STATE UNIVERSITY  
EXTENSION**

## Introduction: 2017 County Commissioner Survey

The tenth annual County Commissioner Satisfaction Survey was conducted from September 18 to October 27, 2017. The design and methodology were approved by the CSU Research Integrity and Compliance Review Office in 2012. A five-point scale was used for evaluation. The variables studied included: (1) the quality of programs and services provided by local Extension offices; (2) the expertise and knowledge of Extension personnel; (3) the responsiveness and service level of county Extension personnel; (4) the perceived value to citizens of Extension programs and services; and (5) respondent insights and comments regarding CSU Extension.

## Methodology

While the survey was designed by CSU Extension and the Office of the Vice President of Engagement, the survey was conducted by an independent contractor for the Office of Engagement. The confidential survey protocol allowed survey administrators to see which counties did and did not respond. Participants received a letter directly from the Colorado State University President containing the link to take the survey online. A hard copy of the survey and a pre-paid return envelope were also enclosed, offering the choice to complete a paper survey. The letter stressed the importance of the input, the confidential nature of the survey and the voluntary nature of the survey. Roughly two weeks after the initial letter, a second reminder letter and second hard copy survey were sent from the Chief of Staff, Office of the President, only to those counties that did not respond. A final email reminder was sent only to counties that had not yet responded. All results were received, compiled, and analyzed by the independent contractor.

Surveys are sent annually to all Colorado county commissioners/council members in counties where CSU has Extension offices or provides Extension services. The survey cover letter and email, however, recommend that only commissioners who have contact with and/or knowledge of CSU Extension complete the survey. As many counties appoint one commissioner or council member to serve as the Extension liaison, this means that not every commissioner is expected to complete the CSU Extension survey.

Per-county responses (N = 51) are calculated using the mean of all commissioner responses for that county to that question. As begun in 2010, data is reported here as per-county response. Where relevant, commissioner responses (N = 85) are also reported in this document. Each graphic indicates the type of data calculation used.

A total of 210 surveys were sent to all commissioners/council members in all counties where CSU has Extension offices or provides Extension services. Commissioners were encouraged to complete the survey if they worked with Extension, or to forward the survey to the appropriate commissioner contact if they did not work personally with Extension. The total number of returned surveys was 85, for an overall response rate of 40%.

The per-county response rate was 84%, with 51 of the 61 counties surveyed by CSU extension responding. San Juan, Lake, and Pitkin counties were not surveyed in 2017. Response rates by region were strong: Front Range region (Front Range urban corridor), 83%; Eastern Peaks and

Plains region (Southeast, Northeast Golden Plains, and the San Luis Valley), 87%; Western region (all Western Slope counties), 79%. Counties that did not respond to the survey were: Adams, Cheyenne, Conejos, Eagle, Hinsdale, Jackson, Larimer, Phillips, Rio Blanco, and Saguache.

Six additional surveys were received after the postmarked deadline. These surveys were excluded from the following analysis. Information from the excluded surveys was conveyed separately to Extension directors.

## Summary of 2017 Survey Results

Overall, commissioners responded favorably to questions about Extension program value and quality, and agent expertise and responsiveness. Comparisons between commissioner level and county level data reveal no statistically significant differences, indicating a trend toward consistent scoring with no extreme highs or lows. Scores tend to form a curve at the positive end of the scale. Comments indicate that lower scores are likely tied to county desires for specific services and/or better agent coverage.

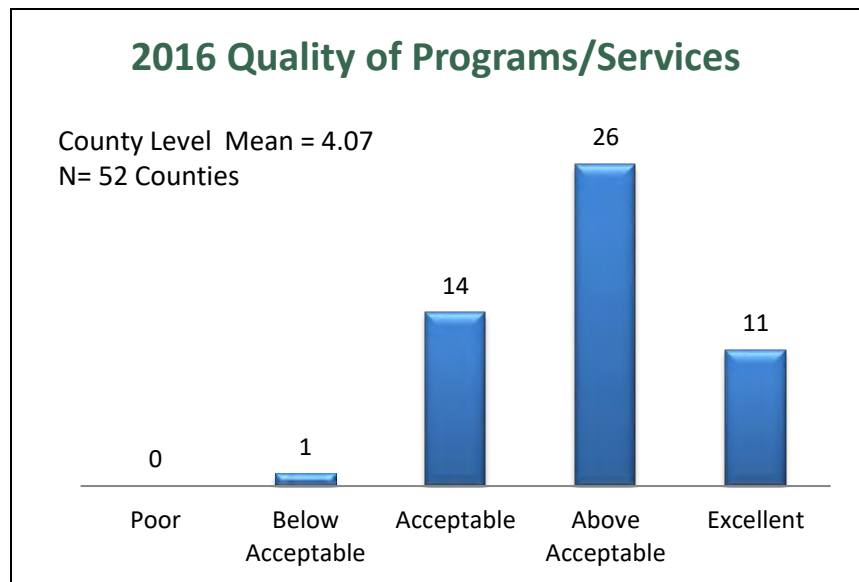
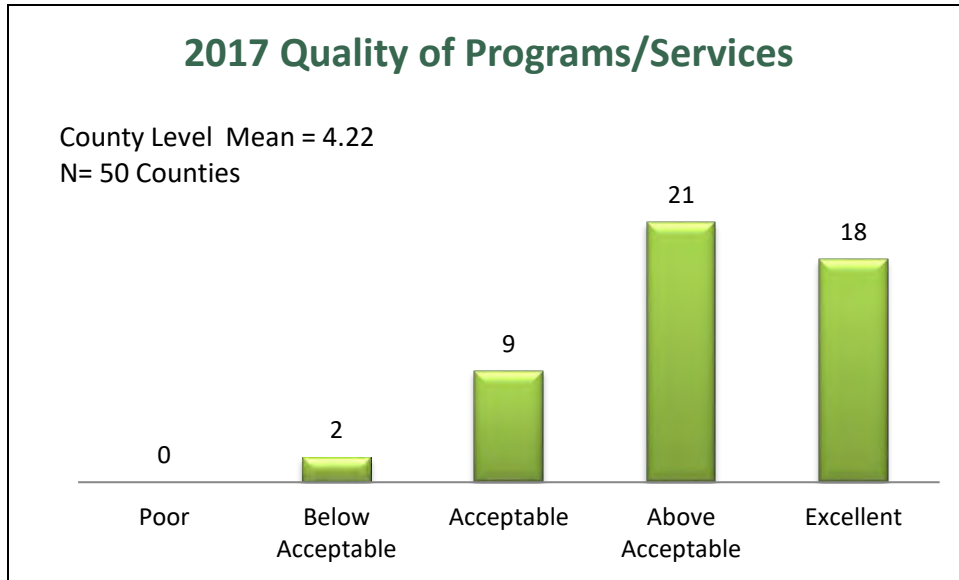
## Survey Results: 2016–2017 Key Indicator Comparison of County Responses

As begun in 2010, data is analyzed primarily at the county level. This standardizes any potential systematic bias caused by some counties having a larger number of commissioners respond versus a county in which the Board of Commissioners assigns only one member to respond to the survey. This methodology levels the playing field and allows for a survey of *county attitudes and satisfaction*, rather than *county commissioner* attitudes and satisfaction.

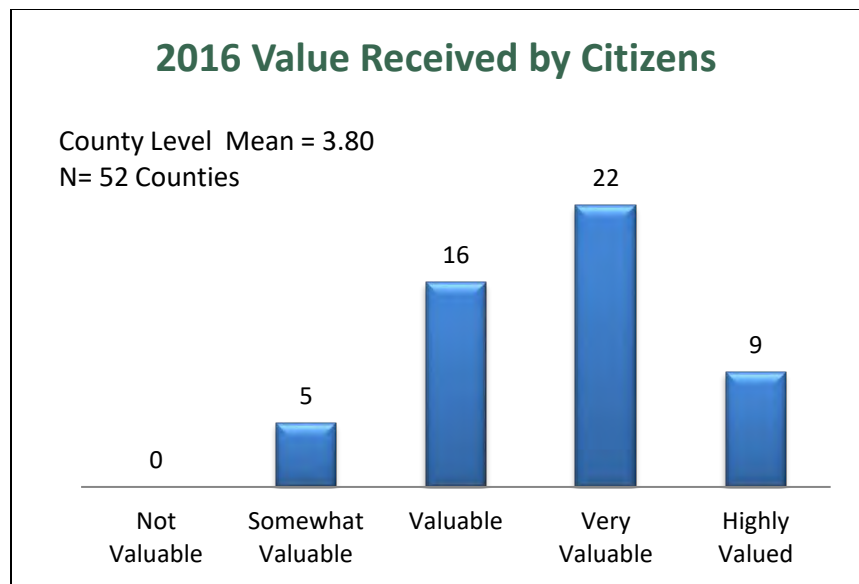
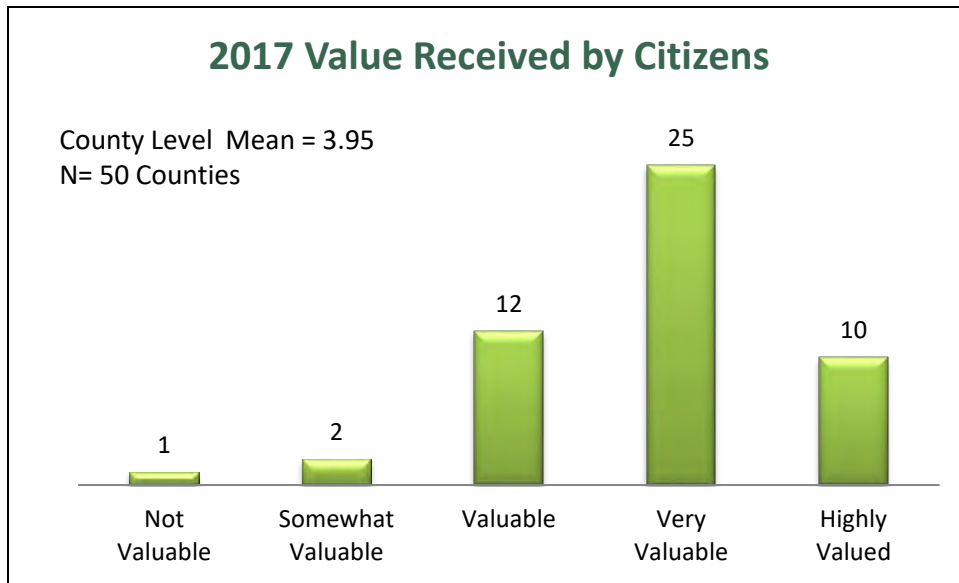
Overall, *counties* responded favorably to questions about program quality, value, responsiveness, and overall satisfaction. We compared 2017 data on four key indicators to 2016 data and found that all four key indicators for quality, responsiveness, value, and overall satisfaction trend slightly higher in 2017, trending toward a 4 on a 5-point scale. These trends can be seen in both the averaged scores and in the graphs of individual responses below. All four scores have trended consistently high since 2012.

The four key indicators are graphed below for both 2017 and 2016 county responses. This includes the “overall satisfaction” question used to indicate mean satisfaction with CSU Extension.

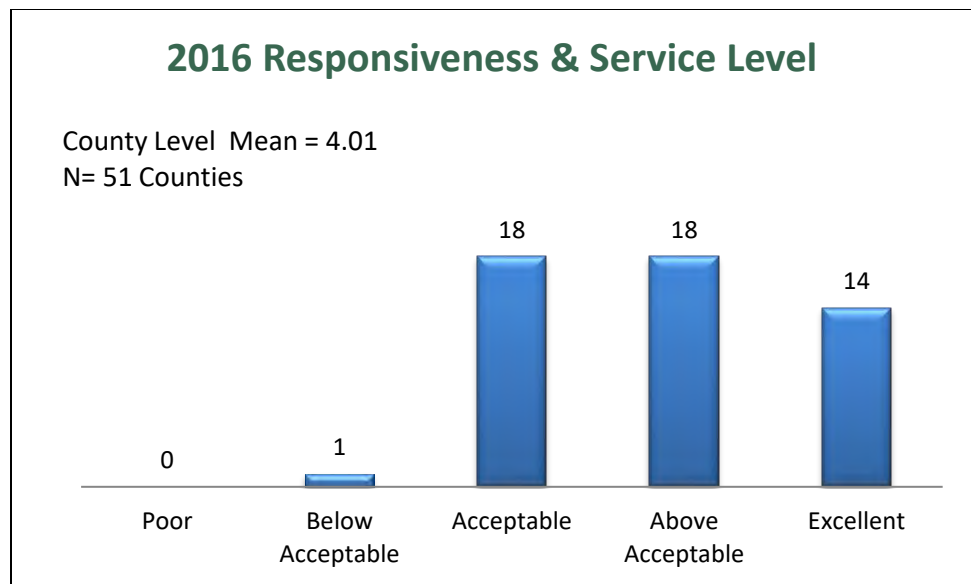
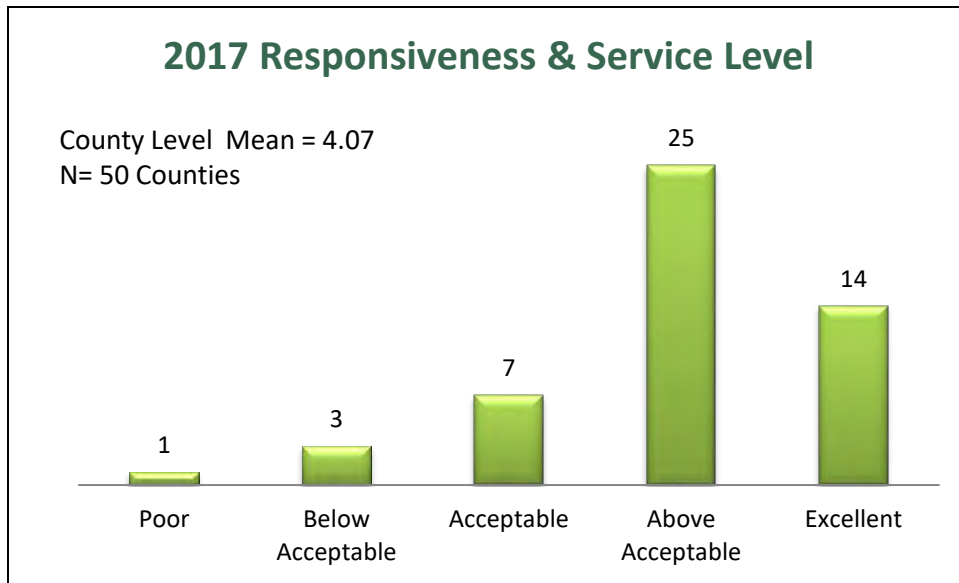
*Rate the quality of the programs and services provided from your local Extension office.*



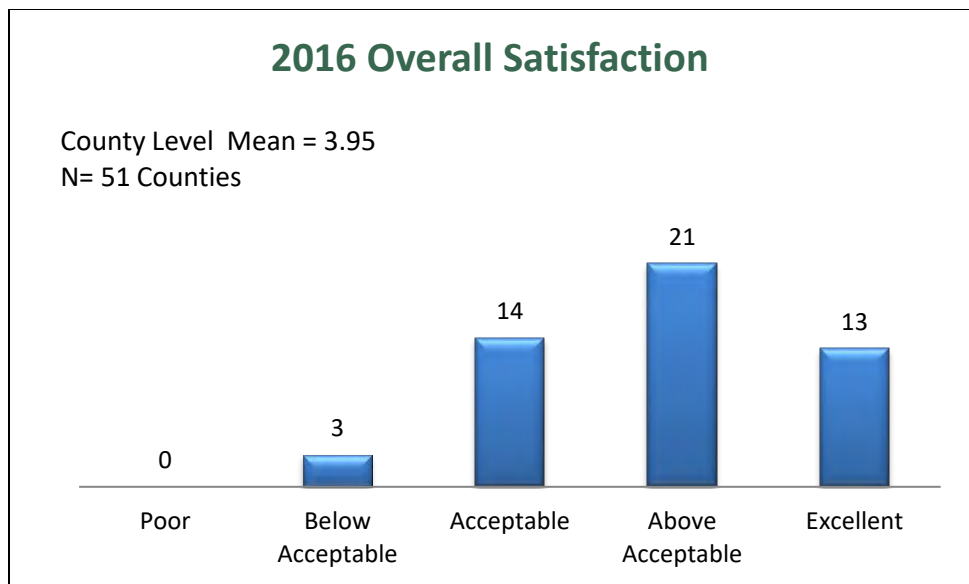
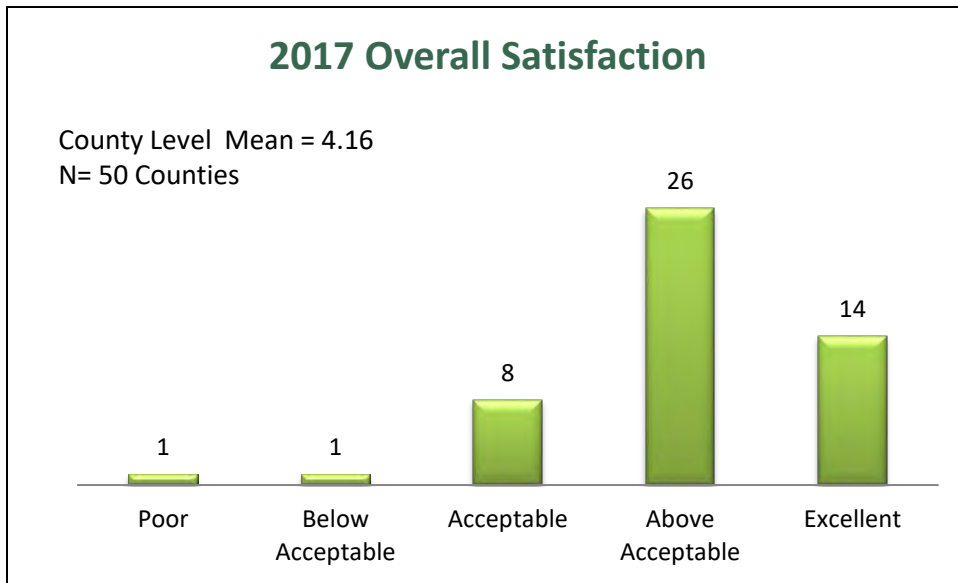
*How would you rate the value received by the citizens of your county from programs and services delivered by Extension?*



*Rate the responsiveness and service level of your county Extension personnel in meeting the needs of your county citizens.*



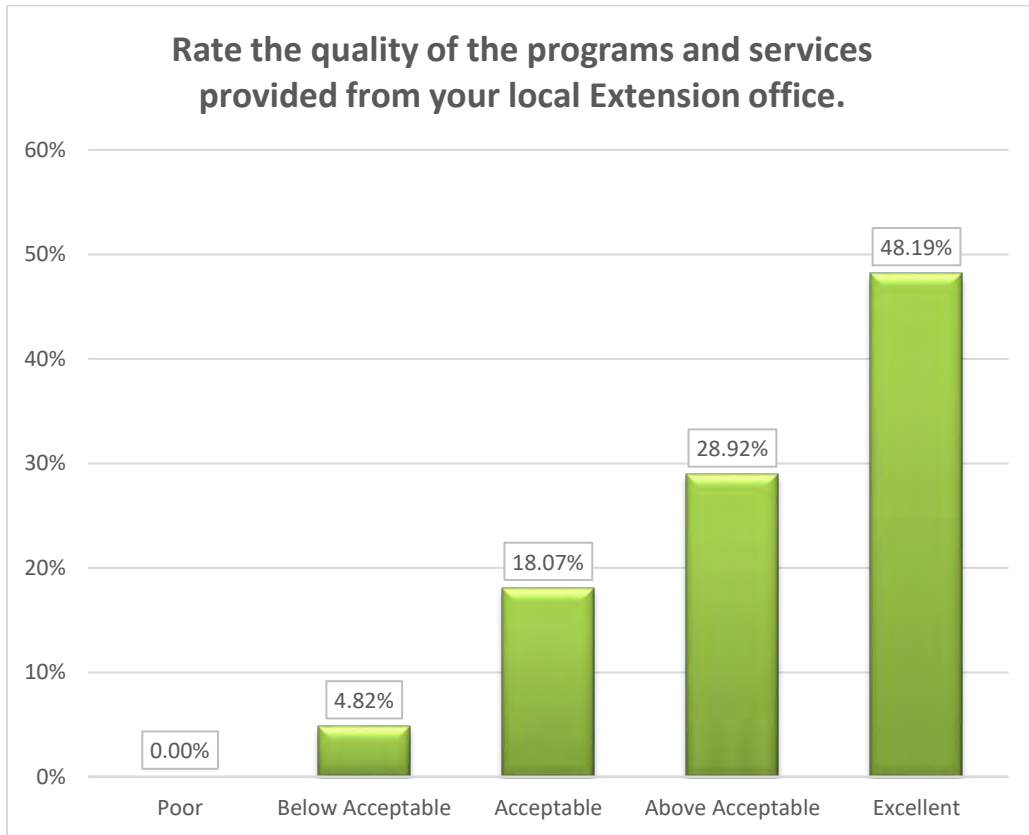
*Rate your overall satisfaction with the service the citizens receive from your local county/area Extension office.*





### Survey Results: Commissioner Level Data on Program Quality and Agent Ability

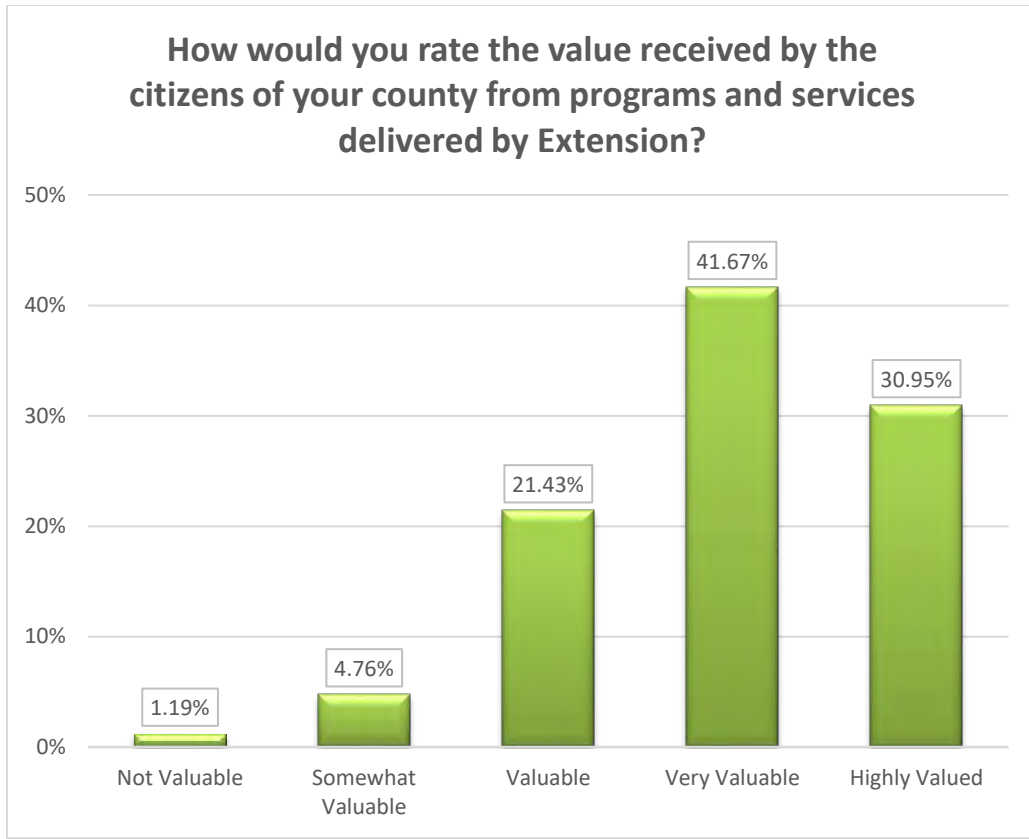
As indicated below, commissioner responses were overall positive about CSU Extension program quality and the responsiveness of local agents.



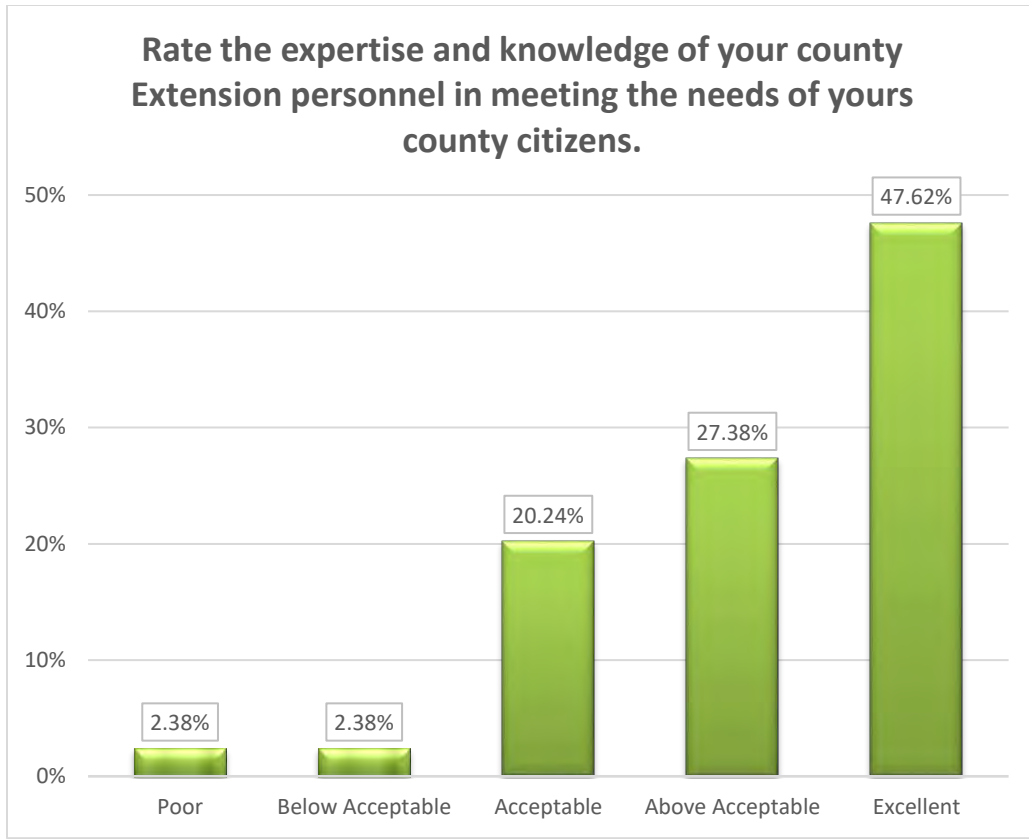
*Commissioners rated the **services provided from local Extension office** favorably, with 95.18% rated as acceptable, above acceptable or excellent.*



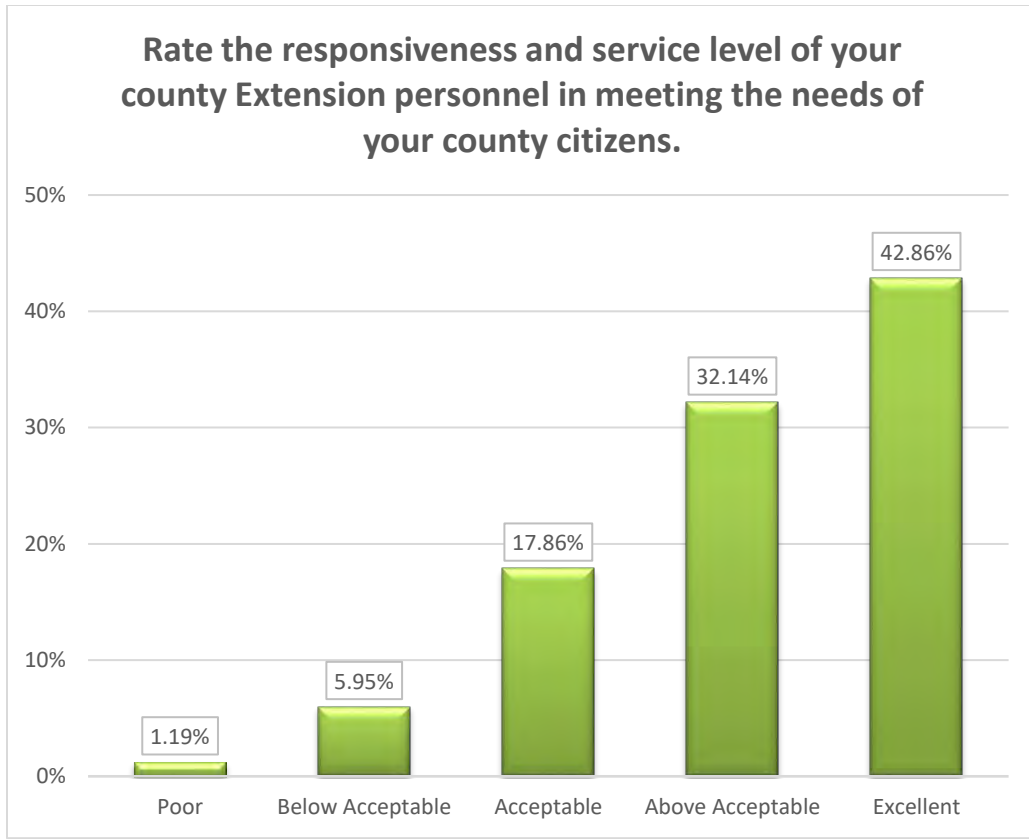
*Commissioners were satisfied with the **local offices' ability to meet the needs of each county**, with 95.18% rated acceptable, above acceptable or excellent. As one commissioner commented: "Our office is outstanding. They provide numerous programs & services that the community wants & needs."*



*The **value received** by the citizens from programs and services delivered by Extension was valuable, very valuable or highly valuable according to 94.05% of respondents. One commissioner noted: "I think without the office we would not serve our citizens properly."*



*Commissioners rated the **expertise and knowledge of Extension personnel** positively, with 95.24% rated as acceptable, above acceptable or excellent.*



*The **responsiveness and service level** of Extension personnel in meeting the needs of citizens was found to be 92.86% acceptable, above acceptable or excellent. One commissioner comments: “Extension Personnel have gone out of their way to serve our County Citizens.”*

### Regional Results Comparison: Commissioner Level Data

The table below reports commissioner responses divided into the three CSU Extension regions as percentages. As these percentages indicate, the three regions vary in their response trends. Program quality is rated consistently high across all three regions. Overall, regions are most positive about program quality and overall satisfaction; scores trend slightly lower with regard to capacity and responsiveness.

2017 Regional Results Comparison									
	Excellent/Above Acceptable			Acceptable			Below Acceptable/Poor		
	Front Range	West	East	Front Range	West	East	Front Range	West	East
Program Quality	76%	78%	77%	18%	13%	21%	6%	9%	2%
Capacity	71%	78%	72%	24%	13%	26%	6%	9%	2%
Value	82%	78%	66%	6%	13%	32%	12%	9%	2%
Knowledge	76%	74%	75%	18%	17%	23%	6%	9%	2%
Responsiveness	71%	70%	80%	18%	17%	18%	12%	13%	2%
Satisfaction	76%	78%	77%	18%	13%	20%	6%	9%	2%

### Survey Comments: Kudos and Concerns

Each question on the survey allowed unlimited space for comments. Comments on local agents and offices were generally very supportive. Comments continue to report leveraging Extension resources to partner with county efforts in fire mitigation, weed control, radon mitigation, and human services. Comments also raised concerns about local and regional capacity. Several responses suggested collaborating more deeply with schools and other local non-profits to increase impact and effectiveness.

#### Praise for Extension Agents and Services

- “Extension in [our] county really does have something for everyone, from 4-H for children to Master Gardening for seniors.”
- “The 4-H programs are excellent and I could not ask for more from our ag specialist”
- “Our program is perfect for our community. Every program needs to be different, so that it does match the community interest and needs. The education and outreach aspect of the program is essential, partnering with schools, with existing community programs and organizations is essential for success.”
- “We leverage Extension with our open space department, health department, and human services by packaging opportunities for our county youth and to provide education classes for the under-served.”

### Concerns: Staffing and Outreach

- “Our CSU Office is going through a transition . . . . The office is currently understaffed as a result of this transition and the loss of key personnel in the past year.”
- “Very short handed so do a good job with resources.”
- “Right now CSU Extension is understaffed making it difficult to fully serve county citizens.”
- “Through social media & other communication tools, better educate & engage the public in Extension programs and services.”
- “More people need to be reached throughout the county to learn about our great Extension office and their offerings. We need to help ramp this up in the coming year.”

### Recommendations from Respondents

- “Encourage continued and further support for local value added ag products.”
- “Do some outreach to the citizens to determine additional needs and concerns.”
- “Increase capacity to grow 4-H throughout the county; bring entrepreneurial and innovative programming to [our] county; develop performance measures with the county through an MOU; clarify roles of the county and CSU Extension; invest in success of both organizations as it relates to Extension related programs.”
- “Help us understand all the services that are available.”
- “CSU Extension needs to review the current programs and update and change them to make them more relevant to the current community. We are becoming a more urban county and as our population grows the programs should reflect the change.”

### Conclusion

2017 survey data indicate that commissioners feel positively about their agents and are highly satisfied with CSU Extension. Filling positions and continuing to consider county-specific interests and concerns through Extension programming and collaboration are items of interest for the coming year.

The Office of Engagement is working with CSU Extension to address issues raised and recommendations from respondents. This report will be made publicly available on the CSU website, through the CSU Extension and VP Engagement web pages. A link to the report is also mailed to all survey participants. The survey results are shared with CSU Extension program leaders and regional directors, to be used in planning and recommendations for 2019.

# Growing with Colorado

Demand-driven, comprehensive Extension programs



COLORADO STATE UNIVERSITY  
EXTENSION



# 2017/2018 Annual Report



2017/2018  
ANNUAL REPORT



COLORADO STATE UNIVERSITY  
EXTENSION

# Divisions of the Office of Engagement



## 2010 Decentralization of Extension - Flipping Extension Eight Years Later

- Local and regional needs driving programing
- Connecting campus faculty with local and regional programs
- Applying the talent and expertise of the Office of Engagement's other divisions to CSU Extension programing.
- Annual reality check of County Commissioners' evaluation of Extension



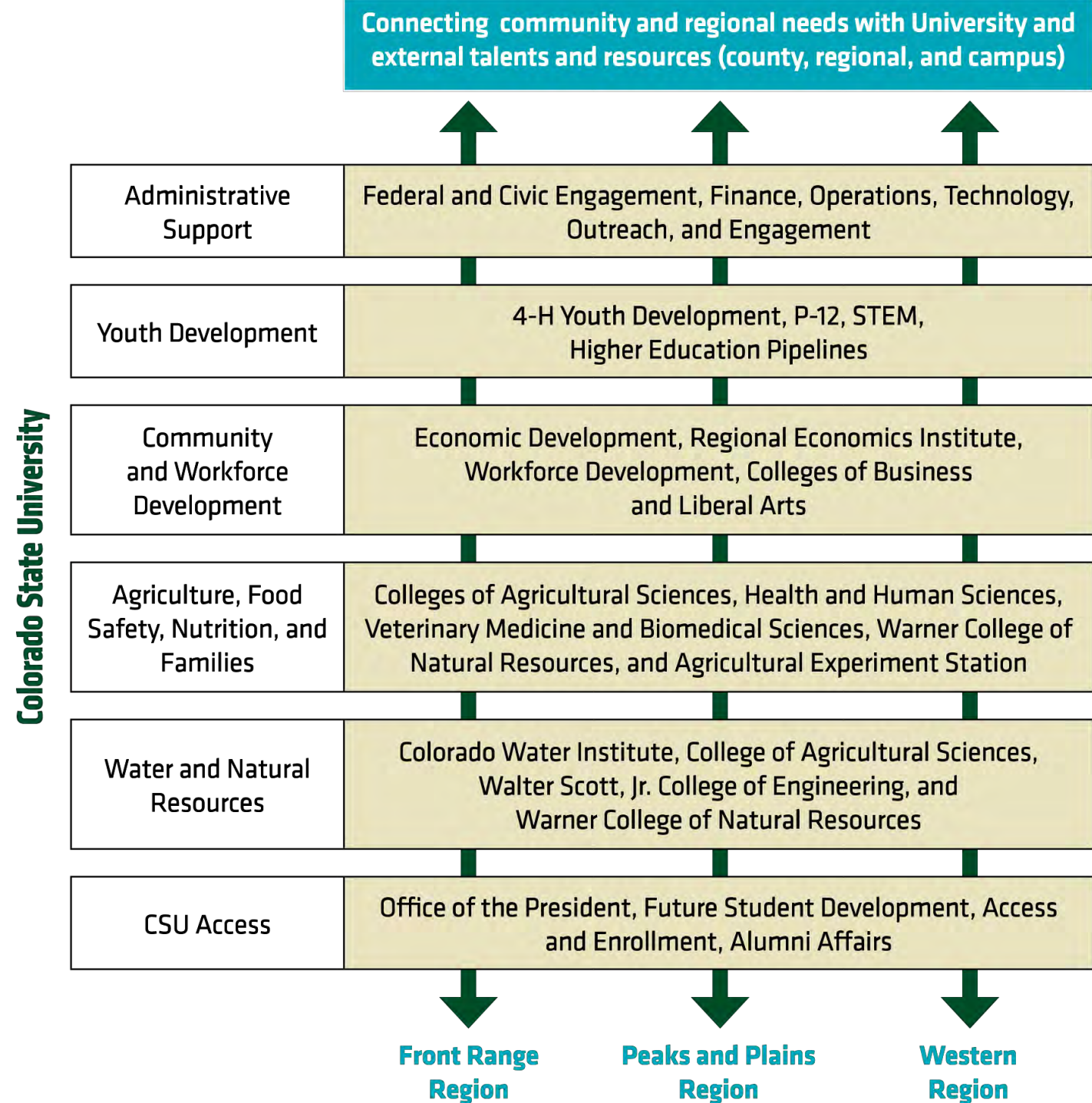
CSU Extension is one of eight US Land Grant Universities where the Extension Service is campus-wide, reporting to a VP.

It has been campus-wide since 1912.

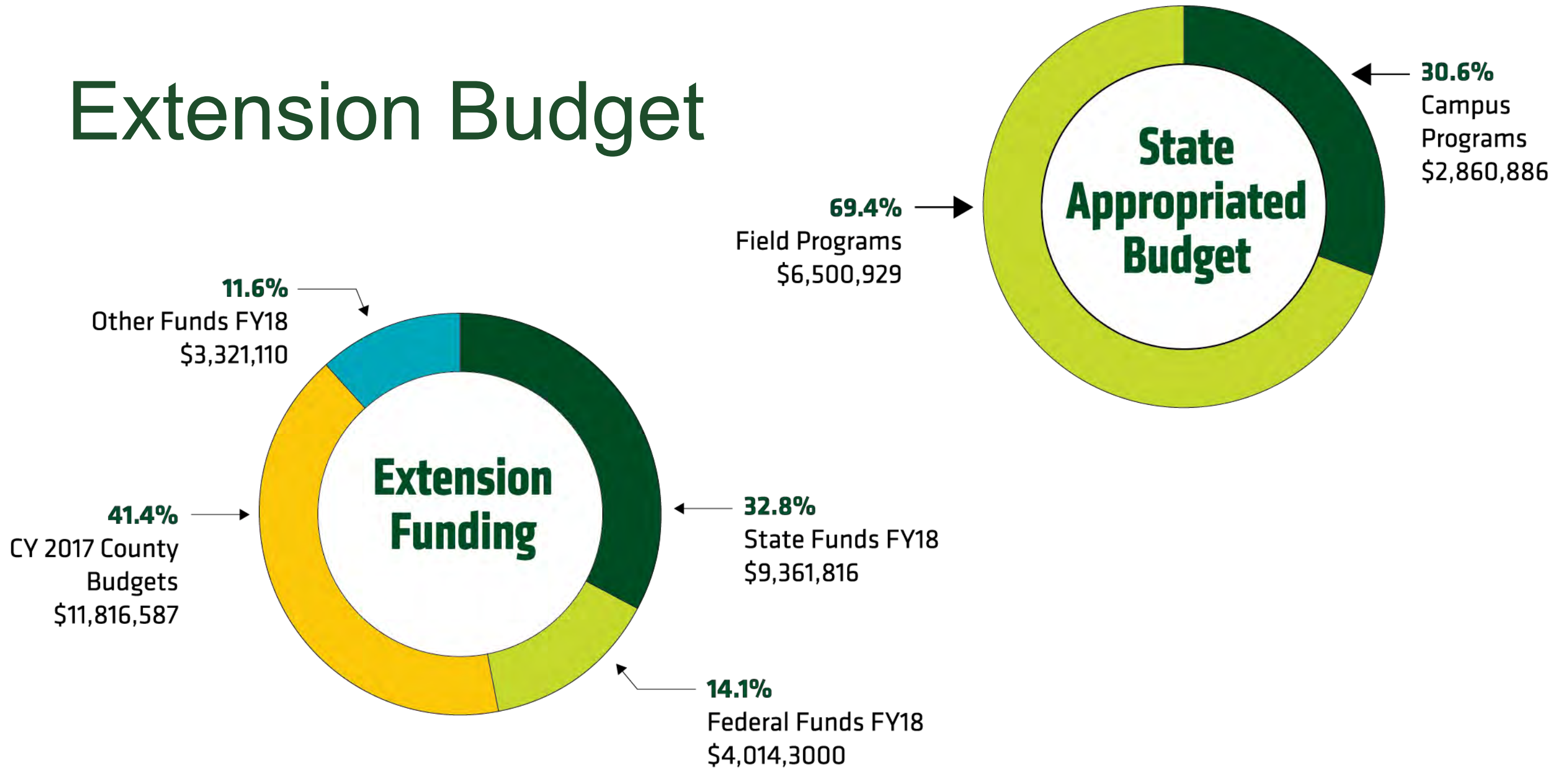
Consequently, CSU Extension works with all eight colleges, making access to the entire campus possible.



# Pathways to Engagement



# Extension Budget



# CSU Extension Commissioner Survey

## Annual Survey to Assess 4 Key Satisfaction Indicators

- Survey sent annually to county commissioners and officials in Colorado counties served by CSU Extension (210-215 total surveys sent). External data analysis.

## Survey Response Rates, 2014 - 2017:

- 2017: 84% (51 of 61 counties).
- 2016: 89% (54 of 61 counties).
- 2015: 85% (53 of 62 counties).
- 2014: 82% (51 of 62 counties).

# CSU Extension Commissioner Survey Metrics, 2014-2017

Key Survey Metrics	County Mean Responses (scale 1-5)
Rate the quality of CSU Extension programs and services you receive.	<b>2017:</b> 4.22 2016: 4.07 <b>2015:</b> 4.24 2014: 4.07
Rate the value of the services you receive.	<b>2017:</b> 3.95 2016: 3.80 <b>2015:</b> 4.02 2014: 3.83
Rate the responsiveness and services level of your county office.	<b>2017:</b> 4.07 2016: 4.01 <b>2015:</b> 4.16 2014: 4.03
Rate the overall satisfaction with the services your citizens receive.	<b>2017:</b> 4.16 2016: 3.95 2015: 4.09 2014: 4.01



# Extension Stories

Growing with Colorado



# Pest responsible for death of millions of ash trees - App

CSU Extension, collaborating with the Colorado State Forest Service, Colorado Department of Agriculture and the Denver area counties have developed an app for the Emerald Ash Borer.



# Eating Smart Being Active App

A host of tools created at Colorado State University to help people lead a healthy lifestyle are now just a smartphone tap away



**EATING SMART**  
**BEING ACTIVE**



475  
**Let's Cook!**  
A COOKBOOK WITH QUICK AND EASY RECIPES





## Denver Veterans to Farmers

A partnership with CSU Extension  
using the Building Farmers  
curriculum, Denver Botanic Garden,  
[VeteransToFarmers.org](http://VeteransToFarmers.org)





# Extension Internship Program

- Partnerships with the Colleges of Liberal Arts, Warner College of Natural Resources, Health and Human Sciences, Agricultural Sciences, and Veterinary Medicine



Extension Internship Program – Warner College of Natural Resources



Extension Internship Program – College of Agricultural Sciences

# Extension and the Collaborative Educational Campus

**CSU Extension, as a division of The Office of Engagement, is working with Arapahoe Community College and the Douglas County School District to bring together education, business, and the community to deliver seamless education and workforce training.**





CSU Extension's *Master Gardner Program* offers wide volunteer participation across the state.

In collaboration with CSU Online, Extension offers the *Certified Gardner Program* - an asynchronous fully badged non-credit educational program.



# Colorado Master Gardeners

## Facts and Figures 2017



### volunteers

1,311	Total Volunteers
51,785	Total Hours donated
\$1,344,856	Value of Time
75,237	Total contacts
624	articles written
12,547	# produce donated
6,186	hours in classes/workshops (11%)
17,800	one to one contacts (16%)
15,619	booths/clinics (32%)
17,658	community greening (23%)
3,399	youth gardening (18%)
540	print hours
954	electronic hours
4,152	program support hours



**MASTER GARDENER**  
COLORADO STATE UNIVERSITY  
EXTENSION

# Colorado 4-H at a glance



What began as a way to give rural youth new agricultural skills has grown into America's largest youth development organization.

4-H grows young people with essential life skills such as confidence, courage, resilience, and curiosity, who are empowered and prepared for life today and tomorrow.





## Colorado 4-H Enrollment

Organized 4-H Clubs	13,042
School Enrichment	49,954
Short Term/Special Interest	34,213
After-School Programs	14,383
Camping Programs	1,903

**Total 4-H Enrollment 113,495**

## Place of Residence

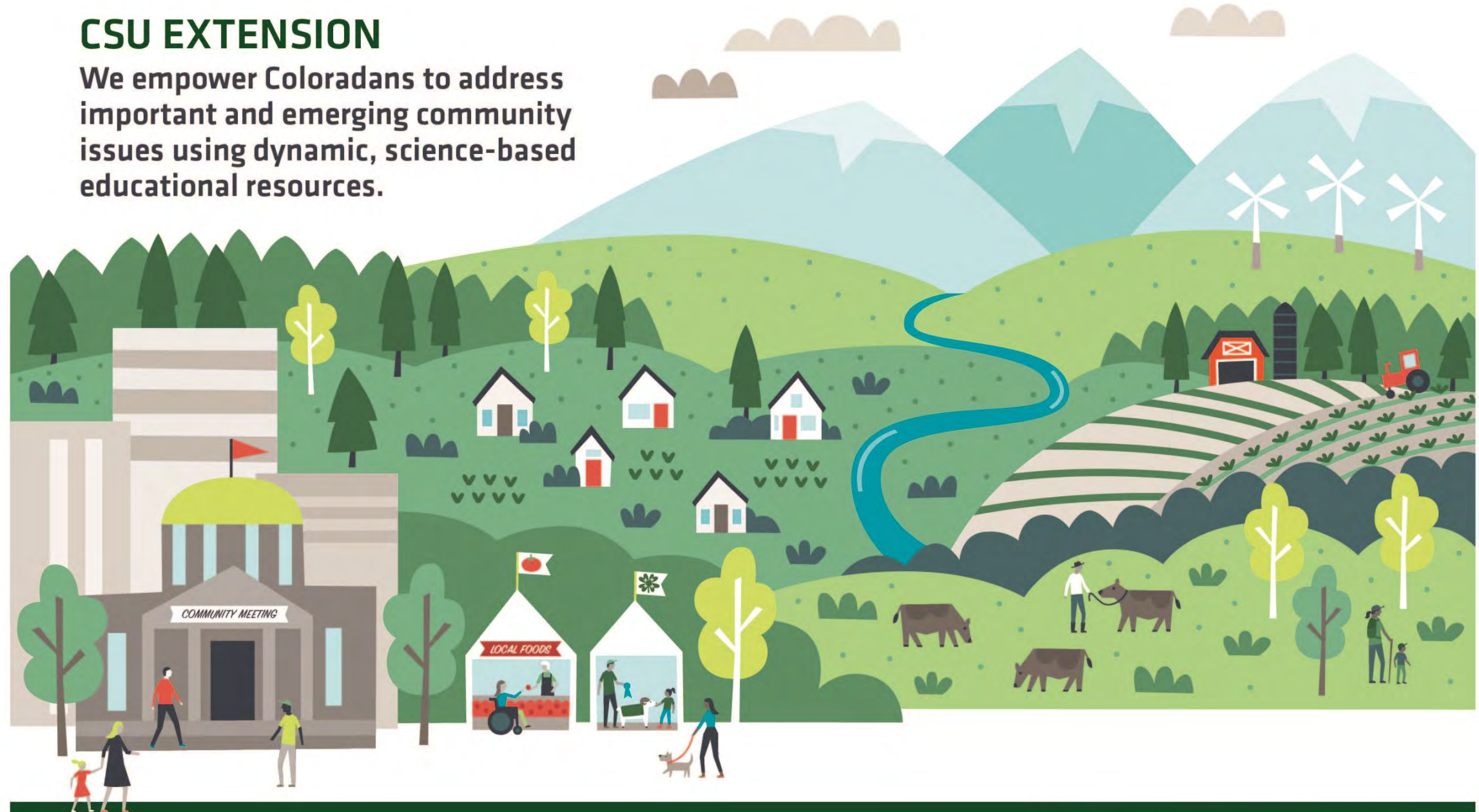
Central Cities	31,439
Suburbs	27,371
Towns (10k-50k)	22,355
Towns (under 10k and rural non-farm)	18,625
Farms	13,705

## Volunteer 4-H Leader Enrollment

Adult Volunteers	11,023
Youth Volunteers	1,432

# CSU EXTENSION

We empower Coloradans to address important and emerging community issues using dynamic, science-based educational resources.



TRUSTED | COMMUNITY | SCIENCE-BASED | INTEGRITY | INCLUSIVE



COLORADO STATE UNIVERSITY  
EXTENSION



# Thank you

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COLORADO STATE UNIVERSITY  
EXTENSION

# Section 15

## *Consent Agenda*

- Colorado State University System  
Minutes of the May 1, 2018 Meeting and Committee Meetings  
Minutes of the May 31- June 1, 2018 Board Retreat, Meeting and Committee Meetings
- Colorado State University  
CSU: Graduate Certificate in Communications for Conservation  
CSU: Graduate Certificate – Postsecondary Access and Success  
Program Review Schedule 2018-19  
Approval of Degree Candidates for AY18-19  
Faculty Manual Changes  
Section D.7.1 – Maximum Employment  
Section I.7 – Student Appeals of Grading Decisions  
Section K – Resolution of Disputes
- Colorado State University-Pueblo  
Program Review Schedule 2018-19  
Approval of Degree Candidates for AY18-19
- Colorado State University Global Campus  
Approval of Degree Candidates for AY18-19

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University, Fort Collins  
May 2, 2018**

**CALL TO ORDER**

Chair Munn called the meeting to order at 9:08 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Dennis Flores; Steven Gable; Mark Gustafson; William Mosher; 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

**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:** Dorothy Axelson, Student, CSU-Global Campus; Jon Bellum, Provost and Executive Vice President, CSU-Global Campus; Tod Clapp, Assistant Professor, Biomedical Sciences, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Melissa Emerson, Director, Student Resolution Center, CSU; Karen Ferguson, Vice Provost, CSU-Global Campus; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Margaret Henry, Treasurer, CSU System; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Scott Horak, Alumni, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, REO, CSURF; Reese Irwin, Founding Member and Training Officer for the Search and Rescue Team, CSU-Pueblo; Erika Lindstrom, Residence Life Coordinator, Member of Search and Rescue Team, CSU-Pueblo; Cheryl Lovell, CSU System; Tom Milligan, Vice President for External Relations, CSU; Bruce Raymond, Interim Provost, CSU-Pueblo; Kathy Sisneros, Assistant Vice President for Student Affairs, CSU; Barry Smith, Faculty, CSU-Global Campus; Donna Souder Hodge, Associate Professor of Rhetoric and Special Assistant to the President for Visioning, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Mark Stetter, Dean, College of Veterinary Medicine and Biomedical Sciences, CSU; Wes Taylor, Student, CSU-Pueblo; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Gordon Weightman, CFA, Callen; Niki Whittaker, Executive Assistant, CSU-Pueblo; Cole Wise, Vice President, ASCSU

Chair Munn commented on the breakfast with representatives from the President's Multicultural Student Advisory Committee held prior to the meeting. He reviewed the agenda and introduced Mr. Wise who was substituting for Governor Wells.

**PUBLIC COMMENT**

Chair Munn indicated one person signed-in to address the Board and then asked Mr. Horak for his comments. Mr. Horak addressed the Board about his concerns on freedom of speech at CSU.

## AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and asked Ms. Serrano for her report.

*Status of FY 2017-18 Audit Plan:* Ms. Serrano reported the current year has been productive with audits initiated on all but one carryforward project from the previous year; several special projects were undertaken; and Internal Audit staff changes have occurred. Updates include the draft report for the CSU Advancement data security audit is being prepared; a report with three recommendations for the CSU management of financial commitments audit has been issued; the report issued for the CSU Veterinary Teaching Hospital included six recommendations; and the Internal Audit quality assurance review that is required every five years by auditing standards has been completed with the highest achievable rating.

Special projects have been completed for the CSU-Global Campus conflict of interest process; student billing at CSU-Pueblo; and the CSU College of Business. Audits are ongoing for CSU-Pueblo Human Resources and CSU automatic journal entries. Audits have been initiated for CSU social media and CSU Athletics compliance in day-to-day operations. The CSU continuous auditing special project is currently focused on assessing credit risks for the PCARD office.

*Past Due Recommendations:* There are currently two overdue recommendations at CSU with the expectation that the audits will be closed before the August Board meeting.

*Approval of the FY 2018-19 Audit Plan:* Ms. Serrano explained how the audit plan is developed through a high level risk assessment with collaboration across the campuses and CSU System (CSUS). There are several carryforward items on the proposed audit plan with the exclusion of the CSU-Pueblo Chartwells revenue contract closeout that is no longer deemed to be high risk and will be removed from the list. She reviewed the new audits planned and responded to a question on the ethical climate audit that is intended to assess the effectiveness of the communication on ethical controls across the CSUS. Resources will also be dedicated to unplanned special projects that arise during the year. As required by auditing standards, Ms. Serrano confirmed the organizational independence of Internal Auditing to execute the proposed audit plan.

Committee Chair Robbe Rhodes asked for a motion to approve the FY 2018-19 audit plan. **Motion/Action:** Governor Gustafson moved to approve; Vice Chair Tuor seconded; and the motion carried unanimously.

*CSUS Operating Portfolio Analysis and Investment Policy Presentation:* Committee Chair Robbe Rhodes acknowledged the work of the Investment Advisory Committee (IAC). Ms. Henry recalled how the CSUS Treasury was established in accordance with state statute to invest the CSUS operating portfolio. The IAC was established and Callan has been engaged as the investment consultant.

Mr. Weightman explained the proposed investment plan is conservative, simple and low cost with liquidity paramount to ensure ongoing daily operations. He reviewed the three-tier investment structure and the methodology utilized that included a liquidity study on cash flow and an asset allocation analysis with back-testing and forward-looking projections on return and risks. The liquidity study was crucial in developing the investment policy statement that outlines the structure of the investment portfolio, implementation procedures, and the governance responsibilities of the various parties with required annual review by the Board and rebalancing occurring at the beginning of the fiscal year.

Ms. Henry commented that the investment strategy is more conservative than most higher education institutions that have similarly invested. Performance reports will be reviewed quarterly by the IAC and provided to the Board for the annual rebalancing at either the May or August meeting. Tier 1 funds will remain with the State Treasurer's Office and the suggestion was made to track the performance of the



CSUS portfolio against the State Treasurer's results for the next two to three years. **Motion/Action:** Vice Chair Tuor moved to approve the investment policy; Governor Gabel seconded; and the motion was unanimously approved.

*Approval of Series 2019 Reimbursement Resolution:* Ms. Henry reported consideration has been given to projects for potential funding through a 2019 bond issuance that is anticipated not to exceed \$100 million. Dr. Frank noted the projects listed could have a variety of fund sources, i.e., public, donor and student fees; program plans need to be approved for some of the projects; and approval of the exact financing plan will need to be completed for all of the projects. **Motion/Action:** Chair Munn moved to approve; Governor Mosher seconded; and the motion unanimously passed.

*Third Quarter Financial Reports:* Ms. Johnson reviewed the format of the reports and noted the net variance in other operating income generated through CSU-Global Campus for curriculum sold to Saudi Electronic University. There are no major concerns with the financial results; CSU-Global Campus and CSU-Pueblo have made adjustments to address variances in tuition revenue.

*State Budget Update:* The Colorado economy continues to grow and the general fund revenue is forecasted to increase by \$1 billion in FY 2018, largely as a result of the federal tax cut legislation. While legislation has yet to be passed, there is an expectation that the PERA liability will be funded by the state with additional changes, such as change in the retirement age, to be incorporated. The Long Bill that has been passed and signed by the Governor provides \$61.7 million or an approximately 9% increase in higher education funding of which CSUS's portion is \$12.3 million. Tuition increases for CSU and CSU-Pueblo have been capped at 3%.

CSU will also receive \$1.2 million in state funding for controlled maintenance and \$4.5 million in capital construction funds for the Shepardson building renovation. CSU-Pueblo will be receiving \$16.8 million in capital construction funds for the Psychology building. Any additional higher education appropriations or cybersecurity funding that might be approved will be viewed as one-time funding in the E&G budgets. Dr. Frank indicated that, should any major changes occur by the end of the legislative session, a short business meeting would be scheduled at the June retreat to discuss options. A request was made to provide the Board with a list of the state allocations by institution.

*Adoption of FY 2019 E&G Incremental Budget, Tuition, Fees and Other Schedules and Policies:* Dr. Frank noted the short narrative summaries provide general context and the comprehensive information in the appendix includes comparisons. The CSUS budget planning process began last August and has remained relatively unchanged throughout the year. The resident undergraduate tuition increase for CSU and CSU-Pueblo is 3% and the remaining tuition categories are market-driven. There has been extensive work to develop budgets that provide a good balance between quality and affordability and fulfill the responsibility to provide access to excellence as a land grant university system. Dr. Frank recommended approval of the proposed FY 2019 E&G incremental budgets.

Committee Chair Robbe Rhodes asked for the motion to approve the E&G budgets and related items. **Motion/Action:** Vice Chair Tuor moved; Governor Gustafson seconded; and the motion passed unanimously. Ms. Johnson reviewed the new schedules for comparisons to peer institutions and Colorado higher education institutions provided in the budget materials for each of the three campuses. Dr. Frank welcomed feedback on the format of the narrative and reports to which the response was the budget narratives were helpful for the Board's analysis.

*Approval of the FY 2019 CSUS Combined Capital Construction Priority List:* Ms. Johnson described the annual approval process that begins with the Board followed by CCHE approval and the state process through DHE, culminating with submission to the CDC. When asked about increasing construction costs for projects that have been on the list for several years, she responded the project plans are periodically

refreshed. **Motion/Action:** Governor Gabel moved to approved; Governor Flores seconded; and the motion carried unanimously.

*Approval of the Amended CSU FY 2018-19 Two-Year Cash List:* Ms. Johnson reviewed the projects on the list that requires Board approval prior to submission into the state process. **Motion/Action:** Vice Chair Tuor moved; Governor Gustafson seconded; and the motion carried unanimously.

*Approval of Financing of Construction of the CSU Foothills Campus Vector-borne Infectious Diseases Facility (CVID):* Ms. Johnson reported the action item is to approve the financing structure for construction of the new facility to be built under the project development agreement (PDA) with the P3 partner, Tetrad d/b/a Colorado Nova Campus Developers. The contracted PDA scope of services allows for design, build, operate and maintain, which is being done for the Translational Medicine Institute and the Veterinary Teaching Hospital, as well as financing which is being proposed with the CVID. The first two facilities have funding through NWC certificates of participation (COPs) and donors, whereas the CVID will require resources from the general fund.

Dr. Frank pointed out the CVID is a research project that will essentially be funded by the university and fits with role and mission, and he recounted the shifts that have occurred with federal and state support. The construction will be the first project to begin addressing the challenges with aging research facilities and the first financed project under the PDA that provides a new way of funding facilities. Due diligence has been completed to ensure the financing approach is appropriate. **Motion/Action:** Governor Flores made the motion; Governor Gabel seconded; and the motion passed unanimously.

The meeting recessed for a break at 10:37 a.m. and reconvened at 10:52 a.m. Chair Munn amended the agenda for presentation of the student and the CSU President's reports prior to Strategic Mapping.

## CAMPUS STUDENT REPORTS

*CSU-Global Campus:* Governor Kneis announced he completed his degree on March 11 and reported the Governor signed into law SB18-101 that allows first-time freshmen from the state of Colorado with no credits to enroll at CSU-Global Campus. He indicated the rest of the written report would stand as submitted. When asked about the potential number of new freshmen, Dr. Takeda-Tinker described CSU-Global Campus' enrollment model with requirements for new students and the student support systems. Currently, through data collected from seven trimesters, the retention rate is 78% for freshmen outside of the state of Colorado.

*CSU-Pueblo:* Governor Harmon expressed appreciation for the invaluable experience of serving on the Board. A written report was included in the meeting materials.

*Colorado State University:* Mr. Wise highlighted the important work completed this past year by the ASCSU to create accountability reports and more transparency. The April 30 Arts Fest was deemed to be successful. Student fees increased 1.59% which is the lowest increase in several years. The impeachment section has been removed from the ASCSU constitution and actions are being centralized within the Student Resolution Services and the Office of Equal Opportunity.

## COLORADO STATE UNIVERSITY REPORTS

*President's Report:* Dr. Frank highlighted from the written report the recognition of Dr. Albert Bimper as an Emerging Scholar and announced Dr. Diana Wall has been elected to the National Academy of Sciences. Other highlights include the recognition of the CSU Peace Corps program and the number of volunteers; the appointment of Leslie Taylor as the Vice President for Enrollment and Access; the naming rights agreement with Public Service Credit Union for the stadium; and recognition of Walter Scott, Jr.

with the 2018 Founders Day Medal. He commended the President's Multicultural Student Advisory Committee for the planning and execution of the CSU Unite event.

## **STRATEGIC MAPPING**

Ms. Parsons reported the NWC Authority Board has begun the CEO search; the construction on the CSU Water Resources Center is slated to begin in the fourth quarter of 2019 and the responses to the RFP for building design are due May 7; and the Water in the West Symposium was successful, during which the Foundation for Food and Agricultural Research (FFAR) announced a \$5 million grant for irrigation innovation that was matched by the private sector for a total of \$10 million. Dr. Frank explained the work will be undertaken through a consortium of universities including CSU and private irrigation companies.

Vice Chair Tuor commented on the activities she participated in during her visit to the CSU Todos Santos Center with Ms. Parsons and Dr. Wall, and noted she did not observe any interference with the local fishing nor any impact on existing water sources as had been previously expressed to the Board during public comment. Dr. Mottet shared an idea to potentially create a sophomore experience that would include three departures annually to Todos Santos. An exploratory trip with a team of faculty and administrators from CSU-Pueblo will occur in June.

Ms. Parsons reported academic updates include the Enrollment Management and Admissions Task Force continues to meet; a team is developing a cross registration process for CSU and CSU-Pueblo students; and representatives from all three campuses will be participating in the NASH conference. Under operations, the Student Information System Strategic Direction Task Force will bring forward recommendations during the coming summer and Drs. Takeda-Tinker and Mottet attended the recent Industry Partnerships Council meeting. There are numerous activities and events occurring in Denver under mission alignment.

Ms. Parsons highlighted Dr. Takeda-Tinker's presentation at the recent AGB conference. Governor Robbe Rhodes who also attended the conference shared highlights on the plenary sessions and key note speakers.

The meeting then recessed at 11:38 a.m. for lunch with representatives from the various employee councils to have a conversation on shared governance. The meeting reconvened at 12:51 p.m. The agenda was adjusted to begin the afternoon session with the CSU faculty report.

## **COLORADO STATE UNIVERSITY CAMPUS REPORTS** *(continued)*

*Faculty Report:* Governor Lenk highlighted from the written report that Dr. Richard Eykholt is the recipient of the third annual Harry Rosenberg Distinguished Service Award; several successful campus events were held recently; and the faculty has passed for consideration all curriculum and program changes, revisions to the Graduate and Professional Bulletin, and revisions to the Faculty Manual that include several positively impacting non-tenure track faculty. The Faculty Council is still working on the content and delivery of the student course evaluation form.

In response to a request from faculty, a report on the last five years of E&G budgets will be provided by the campus administration to create transparency on how increased resources are being distributed to the colleges and departments. A second request from faculty is for a survey of faculty and students on INTO and pathways programs to examine the impact on the learning environment. When asked about the student course feedback, Governor Lenk explained the challenges with the existing instrument and noted new questions are being developed. She announced the College of Business will hold a summit on September 14 for the pipeline of Hispanic students and business careers.

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Flores convened the meeting and reviewed the agenda. He then asked Dr. Miranda to begin his report.

*New Academic Degree Programs:* Dr. Miranda explained that each new academic program has to address in the proposal a variety of elements, such as fit with campus mission, evidence of student demand and need, enrollment projections, curriculum, etc. All of the elements have been addressed in comprehensive detail for each of the proposed new CSU-Global Campus certificates as follows:

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

There are concentrations or emphasis areas in academic degree programs that sometimes reach a level to justify creating a standalone degree. The proposed new B.S. in Criminology at CSU-Pueblo will replace the criminology emphasis that currently exists in the sociology major. Approval of the new certificates and degree program is on the consent agenda.

*Colorado State University AY 2017-18 Emeritus Rank Designations:* A report was provided in the meeting materials. Emeritus rank designations are offered to retired faculty or administrative professional staff that have served the university with distinction for ten years or more. The promotion pathways under consideration for non-tenure track faculty will potentially include emeritus rank designation.

*Colorado State University AY 2017-18 Sabbatical Revisions:* The written report contains changes, such as cancellations, to sabbatical leaves previously approved. Approval of sabbatical leaves has been delegated by the Board to the campus presidents.

*Colorado State University Faculty Manual Changes:* The revisions to the faculty manual are briefly summarized below:

- Section C.2.1.3.2 – The revision allows for all members of the Committee on Non-Tenure Track Faculty to be voting members of the Faculty Council.
- Section C.2.1.9.3 – The change allows committee chairs to have a substitute if they are unable to attend the monthly Faculty Council meetings.
- Section C.2.1.9.6 – The revisions clarify the membership of the Committee on Non-Tenure Track Faculty.
- Section E.1 – The definition of faculty has been amended to include additional academic ranks.
- Section E.2 – Language has been added to establish basic appointment types and mechanisms for providing professional development for non-tenure track faculty.

Additional revisions pertaining to non-tenure track faculty, such as clear definitions of promotional pathways, will be forthcoming. The Section K.10.6.5 revision was respectfully withdrawn and will be presented at a future meeting. Approval of the faculty manual changes are on the consent agenda. Vice Chair Tuor noted that, based upon previous conversations, the Board has been aware of potential changes pertaining to non-tenure track faculty and are supportive of these efforts.

*Revised CSU Student Code of Conduct:* The Student Code of Conduct is reviewed every three years through collaboration of several units, such as Student Affairs, Office of Policy and Compliance, General Counsel, ASCSU, Student Legal Services, CSUPD, Women and Gender Equity Study, Greek Life and the Support and Safety Office. A summary of the revisions was provided in the meeting materials and the changes include alignment with federal and state regulations and improvements to processes. Approval of the revised Student Code of Conduct is on the consent agenda.

Ms. Emerson added that the revisions codify alternative resolution processes with more conflict resolution and restorative justice opportunities as an alternative to the traditional discipline process. In response to questions, she explained there are specific behaviors that are addressed in the Student Code of Conduct pertaining to abusive behavior to animals that can be cited based upon state statute or local ordinances.

*CSU-Pueblo AY 2018-19 Accreditation Schedule:* Dr. Miranda reported three programs will undergo specialized accreditation next year. The three new degree programs previously approved by the Board are currently undergoing HLC review.

*CSU-Pueblo Emeritus Rank Designations:* Two faculty have been approved for emeritus status.

*Co-Curricular Initiatives In Support of Student Learning Presentation:* Dr. Miranda recalled that there has been a series of presentations related to student learning during the past year. Co-curricular is generally used to describe intentional learning opportunities outside of the classroom that support academic development and each campus strives to create a learning environment beyond the classroom.

CSU-Pueblo: Dr. Raymond commented on how co-curricular activities enhance learning from entry to exit of college and noted not every student has every single experience. He commented on the MAESTRO program that is held in the summer for high school students transitioning to college; the First Generation College Mentor program for freshmen that had 55 students who volunteered to participate and 31 mentors this past fall; and the Education, Development, Growth and Experience (EDGE) program for sophomores that also has mentors. He then introduced Mr. Irwin and Ms. Lindstrom of the Search and Rescue program (S&R).

Ms. Lindstrom explained how the S&R program evolved through a collaborative effort in 2015; has three primary focuses; partners with the Pueblo Sheriff's Office and other community and regional entities; and is one of two local college campus programs that go into every environment. Mr. Irwin provided an overview of the S&R membership; training; mission callouts; fundraising efforts; and donations received. After presentation of a student-developed promotional video, Mr. Irwin shared plans for future development of the S&R program. Dr. Takeda-Tinker commented on the impressive work of the program and indicated she would match the funding that has been received through crowdfunding.

Dr. Raymond described additional co-curricular programs and initiatives that include the Annual Student Research Symposium; the Southern Colorado Entrepreneurship Competition; the Smithsonian Institute internships; and residential interest-based communities.

CSU-Global Campus: Dr. Ferguson commented on how the co-curricular activities are focused on work force readiness and the modern learner by partnering internships and practicums, career development, and professional organizations. There has been substantial growth in the participation in the internships and practicums program that began in 2015-16 and provides the opportunity to apply classroom knowledge. Career development criteria, opportunities and coaching are available through Career Navigation Services. Examples were shared to illustrate how membership in professional and scholarly organizations provides additional learning opportunities. The university's approach to co-curricular experiences is student-centered, holistic and embedded within the classrooms in order to intentionally partner academic and professional experiences.

Colorado State University: Dr. Hughes commented on how curricular and co-curricular activities must tie together for students to learn, and explained co-curricular activities are a campus-wide effort.

Ms. Sisneros described the Community for Excellence infrastructure program for access that has been in place for over 30 years and assists students through more than 60 partnerships; assistance with financial aid; an early structured approach; and resources. A breakdown of the 1,484 students enrolled in the fall of

2017 was provided by first generation, Pell-eligible, students of color and ASSET students. Examples were provided on the foundations and organizations that are involved in the partnership program.

The Multicultural Undergraduate Research Art and Leadership Symposium (MURALS) program began as one person's vision and is now a campus-wide collaboration that provides access and opportunities for undergraduate research for students of color. Graduate students and faculty mentors assess the quality of the research presentations. In addition to the feedback, the experience helps develop student confidence. Participation in the program has grown significantly, and persistence and retention rates are tracked.

Dr. Hughes briefly highlighted additional co-curricular programs that were listed in the meeting materials that include support for DACA and ASSET students; Elevate for adult learners and veterans; Fostering Success for foster students; and Rams Against Hunger. There are also residential curriculum, peer education and career opportunities.

Dr. Miranda concluded the presentation by providing examples of the benefits of co-curricular learning opportunities. He acknowledged Dr. Lovell for her coordination of the student learning presentations that have been made during the year.

## **REAL ESTATE/FACILITIES COMMITTEE**

Committee Chair Mosher convened the committee meeting and reviewed the agenda.

*Approval of the Updated CSU Animal Health Building Program Plan:* Ms. Parsons stated the building has been discussed previously and the estimated cost of \$55-\$60 million will be funded through COPs for the National Western Center (NWC). Approval of the program plan will allow the legislative process to be completed in order to draw down the funding next year. Construction is scheduled to begin in the first quarter of 2020. An illustration on the location of the building at the NWC site was provided.

Dr. Stetter provided an overview of the animal health and science complex that will include a Temple Grandin equine center, a small animal clinic, an equine sports medicine center, and an educational outreach center that will engage the broader community. Virtual reality will be utilized for both teaching and public educational opportunities. The equine portion will be open to any large animal veterinarian that is working an event and discussions are being held on the small animal clinic with a non-profit organization that serves underserved populations in Metro Denver. The educational platform will allow for sharing best practices with other veterinary medicine professionals. The facility will also have short-term temporary housing for staff working at the facilities and veterinary students in rotation.

Dr. Frank acknowledged the work of Dr. Stetter and his team. Committee Chair Mosher asked for a motion to approve the CSU Animal Health Building program plan. **Motion/Action:** Governor Robbe Rhodes moved; Vice Chair Tuor seconded; and the motion passed unanimously.

*Approval of the Grant of Right of Way at Prospect and Whitcomb to the City of Fort Collins:* Ms. Johnson described the location and indicated the city would be charged \$21,800 for the right of way that would ensure good traffic movement through the intersection. **Motion/Action:** Vice Chair Tuor made the motion to approve; the motion was seconded and carried unanimously.

Committee Chair Mosher indicated the committee would convene in executive session and then take action in open session on three additional matters. **Motion/Action:** Governor Robbe Rhodes made the motion; Vice Chair Tuor seconded; and the motion passed unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussions on the purchase or sale of property and to receive legal advice, all confidential pursuant to the meeting notice. The meeting convened in executive session at 2:36 p.m. and reconvened in open session at 3:03 p.m.

*Approval of Acquisition of Three Parcels on West Prospect Road and West Lake Street:* Committee Chair Mosher asked for a motion to approve the land acquisition as discussed in executive session. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

*Approval of Land Exchange with Colorado State University Research Foundation (CSURF):* Committee Chair Mosher asked for a motion to approve the exchange of approximately 15,000 sq. ft. of land owned by the Board of Governors for approximately 15,000 sq. ft. of land owned by CSURF. **Motion/Action:** Governor Flores moved; Governor Gabel seconded; and the motion passed unanimously.

*Approval of the Sale of Land and Granting of Easements at I-25 and Prospect:* General Counsel Johnson read into the record the motion to approve the sale of land and grant of easements by the CSURF to the Colorado Department of Transportation related to the development of the I-25 and Prospect interchange as discussed in executive session. **Motion/Action:** Chair Munn moved to approve; Vice Chair Tuor seconded; Governor Steve Gabel abstained from the vote and the motion carried.

Given that the meeting was ahead of schedule, Chair Munn adjusted the agenda and indicated the meeting would conclude with an executive session with no official business to be conducted the next day.

## CSU-PUEBLO REPORTS

*Faculty Representative:* Dr. Volk highlighted from the written report the meetings that have been held with the Pueblo Community College on the transfer articulation agreements to facilitate transfers and strengthen connections. He then reflected on issues that the Board has addressed during his tenure and expressed appreciation for the opportunity to learn about the CSUS.

*President's Report:* Dr. Mottet indicated there are two written reports of which the first provides a snapshot of the university's recent achievements and the second is focused on the activities undertaken to address the six university priorities. Dr. Mohamed Abdelrahman will begin June 1 as the new Provost and Executive Vice President of Academic Affairs and Dr. Paul Plinske will begin his duties as the new Athletic Director on May 20. Dr. Mottet thanked Dr. Raymond for serving as the interim Provost and introduced Ms. Whitaker whose role in the President's Office has been expanded.

Year in Brief: June 2017-June 2018: Dr. Mottet provided an overview of the actions and decisions that have occurred during his first year based upon a set of defined competencies; the expectations established for the university leadership team that is composed 26 individuals; the development of six university priorities; the communication of a gap analysis through three well-attended forums; the establishment of four performance goals; and the development of 20 jumpstart initiatives of which 15 have been launched. He then described the future state of the university that includes a visioning process, investments in systems and processes, and the launch of a comprehensive campaign.

Enrollment Campaign: Ms. Holliday shared digital ads and three videos for an enrollment campaign that features real CSU-Pueblo students and distinct messaging to identify the unique student population. The campaign will initially focus on southern Colorado and eastward. Additional students will be featured in upcoming ads and the campaign will eventually be expanded to out-of-state and other areas in Colorado. Based upon the visioning process, the ads will be realigned as necessary. Governor Harmon noted the veteran featured in one of the ads is a Purple Heart recipient. Dr. Mottet announced that, through work with the Military Order of the Purple Heart-Department of Colorado, the university is the first in the state to be designated a Purple Heart University.

University Visioning: Dr. Souder Hodge explained why the campus visioning was necessary with current credential attainment rates and the challenges for higher education in Colorado. She provided an overview of the methodology and timelines with phase one focused on research and validation, and phase two for

development and implementation of a plan to differentiate, sustain and grow the university. Examples were shared on potential opportunities, anticipated investments, and return on investment. The August 2018 convocation week will focus on the future vision for 2028. The visioning process will be inclusive and the campus is primed to take on the challenge.

## CSU-GLOBAL CAMPUS REPORTS

*Faculty Report:* Dr. Vrba pointed out the written report provides updates on faculty development opportunities and the new Connect social platform for student groups. She reflected on Board accomplishments during her tenure and expressed appreciation for the opportunity to serve.

*President's Report:* Dr. Takeda-Tinker stated the written report would stand as submitted. She thanked the Board for the support and permission to move forward with the passage of SB18-101 that received unanimous approval in the state house and senate and will allow CSU-Global to accept first-time Colorado freshmen. The university has undergone a concerted effort to analyze the changing demographics and interests of young students to create a freshmen program. To that end, the university has adopted a live eagle as a mascot through the Rocky Mountain Raptor Program and is exploring e-games and other student engagement initiatives. Dr. Takeda-Tinker reported she has been triangulating external research to ensure the CSU-Global Campus 2.0 strategic plan, developed through a bottom-up approach, addresses all gaps and she is pleased to report that the current university plans align with the research findings. In addition, she will be directly driving some additional initiatives to create the environment that will allow the university to meet the challenges with younger generations.

## CHANCELLOR'S REPORT

*Legislative Update:* At the state level, Dr. Frank indicated the CSUS state lobbyist would present a wrap-up report on the current legislative session at the August meeting. While the Long Bill has passed, there are other items still in process that may have potential impacts on the CSUS budgets. In response to questions on HB18-1300 that allows community colleges to provide a four-year degree in Nursing, Dr. Mottet explained CSU-Pueblo's RN to BSN program will be a total online program with assistance from CSU-Global Campus and CSU-Pueblo has expanded nursing programs at the graduate level to provide the comprehensive education needed for southern Colorado.

On the federal side, Dr. Frank reported the passage of the current fiscal year budget which is generally a solid reauthorization bill has not had negative impacts on research and development. Issues that will be forthcoming include the agricultural bill and the higher education reauthorization. There were no DACA updates with challenges currently in the courts.

Dr. Frank briefly reviewed the components of a Denver ballot initiative that would support scholarship funding and reimburse tuition success. He recalled that, with a few exceptions, the Board generally does not take a political position unless there is an election issue that has direct higher education impacts. In the case of the ballot initiative, higher education has not been asked to take a position and the generic approach used by Dr. Frank has been that the CSUS is supportive of providing more access to higher education.

## CONSENT AGENDA

Chair Munn reviewed the consent agenda items to be approved with the exception of the CSU Section K faculty manual revision that was removed. **Motion/Action:** Governor Robbe Rhodes moved; Vice Chair Tuor seconded; and the motion carried unanimously.



**BOARD CHAIR'S AGENDA** *(continued)*

*Board Meeting Calendar:* Chair Munn asked if there were any objections to changing the proposed December 2018 meeting dates to December 5-6. Hearing none, he asked for a motion to approve the FY 2018-19 meeting schedule as amended and the FY 2019-20 meeting schedule as submitted. **Motion/Action:** Governor Gabel made the motion; Vice Chair Tuor seconded; and the motion carried unanimously.

*FY 2018-19 Committee Assignments:* Chair Munn indicated he would be contacting Board members to make the assignments.

*Acknowledgment of Outgoing Board Members:* Chair Munn thanked outgoing Governors Harmon, Knies, Vrba and Volk for their service. The new Board representatives were introduced as follows: Dr. Barry Smith and Ms. Dorothy Axelson, CSU-Global Campus, faculty and student representatives, respectively; and Mr. Wesley Taylor, student representative, CSU-Pueblo. Dr. Moussa Diaware, the new CSU-Pueblo faculty representative, and Mr. Tristan Syron, CSU student representative, were unable to attend the meeting. A new Board member orientation was scheduled for the next day.

**EXECUTIVE SESSION**

Chair Munn indicated the open session of the May Board meeting was concluded and asked for a motion to convene in executive session. **Motion/Action:** Governor Gustafson moved; Governor Flores seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session at 4:22 p.m. for the purposes of receiving the litigation report and to receive legal advice, all confidential pursuant to the meeting notice. The meeting was then adjourned upon conclusion of the executive session.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
C Lazy U Ranch, Granby, Colorado  
May 31, 2018**

**CALL TO ORDER**

Chair Munn called the retreat to order at 9:00 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Dennis Flores; Steven Gabel; Mark Gustafson; William Mosher; Dean Singleton; Dorothy Axelson, Student Representative, CSU-Global Campus; Margarita Lenk, Faculty Representative, CSU; Barry Smith, Faculty Representative, CSU-Global Campus; Tristan Syron, Student Representative, CSU; Wes Taylor, Student Representative, CSU-Pueblo

**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:** Henry Sobanet, Director, Office of State Planning and Budgeting

**PUBLIC COMMENT**

Chair Munn convened the retreat and confirmed no one had signed in to address the Board.

**RESERVES DISCUSSION**

Chair Munn recalled how the structure of the CSU System (CSUS) has been an ongoing conversation over the past few years. He reviewed the retreat agenda that would begin with a discussion on Board reserves and then transition to a strategic discussion on higher education systems and the CSUS.

*Historical Overview:* Dr. Frank provided an overview of the CSUS reserves that had historically been held at the institutional level; the challenges with balanced budgets and the rationale of the 1.5% carry-forward; the impact of reserve levels on the composite financial index (CFI) and bond ratings; public perception, visibility and potential risks associated with maintaining large, uncommitted reserve balances; and the success of CSU-Global Campus. Mr. Sobanet commented on the state budget and reserves; the independent studies conducted by the rating agencies; and the strategic opportunity for the CSUS to build up reserve capacity.

*Annual Reserves Report and Draws:* Dr. Frank summarized the calculations in the annual reserves report that was developed from the audited financial statements to determine the amount available to withdraw after ensuring all general fund expenditures and financial obligations are met with a potential 10% deployment of the net E&G Board reserves. He described the 2017 draws from the reserves and possible

initiatives for December 2018 draws. Discussion followed on comparisons to peer and other state institutions; HLC requirements; potential deployment through legislative actions during an economic downturn; independent university endowments; tuition affordability, financial aid and scholarships funds; potential impacts on bond ratings; and maintaining sufficient reserves for unanticipated financial shortfalls and crisis situations.

*National Western Center:* Dr. Frank reviewed the preliminary estimated annual budgets and timeline for the three CSU projects at the National Western Center (NWC): the CSU Water Resources Center, the CSU Animal Health Building and the CSU Center. Further discussion is needed about the presence at the NWC and how it is a value for CSU or the CSUS. When asked about any other NWC expenses, Dr. Frank and Ms. Parsons explained how the Framework Agreement contains a cap on the amount of expenses for the three partners with the partner contributions scaling down to zero when the NWC is self-operational with incoming revenues.

*CSUS Board Reserves Policy 205 and Strategic Initiatives:* Dr. Frank explained the policy was designed to provide operational flexibility while maintaining financial stability for the CSUS and its institutions with the primary uses of the reserves defined as support in the event of a sudden revenue shortfall and unanticipated expenditures; unexpected opportunities; and extraordinary one-time investments. The reserves are not to be used for ongoing base expenditures or to backfill unexpected shortfalls unless a plan exists to increase revenues or reduce expenses.

Dr. Frank commented on the Board's fiduciary responsibility to maintain the reserve levels; fiscal management with ongoing revenue implications; possible game changers, such as AAU membership and signature academic programs; leveraging innovations through matching funds; and potentially enlarging the CSUS. Vice Chair Tuor suggested a strategy statement and desired outcomes, such as investments in new or expanded academic programs, student access, financial aid, and rural initiatives as part of the land grant mission, be added to the policy.

Dr. Frank asked for Board guidance to support the upcoming budget processes and to define the strategic initiatives for future reserve draws. Conversation followed on fiduciary responsibilities to the state; declining enrollments; support for CSU-Pueblo that serves some of the poorest areas in the state; consolidation of backroom and support operations; more concise definitions on inappropriate utilization of reserves; and utilization of reserves to reduce debt service. The reserves policy has been amended three times during the past two years and there was general consensus that the purposes of the reserves could be more strategically stated based upon the discussion to ensure financial preservation and to better define categories of investments and new strategic initiatives.

The Board recessed for a break at 10:28 a.m. and reconvened at 10:43 a.m. The discussion continued on potential uses of the reserves. An informal prioritization exercise was conducted and a revised list of general categories was generated. Chair Munn recapped that the Audit and Finance Committee has been tasked with revising the reserves policy to clarify mission and strategic messaging. He reviewed the reconstituted general categories that will assist Dr. Frank and staff with the budget process for the upcoming fiscal year that will begin with the August meeting and for the development of specific proposals to be presented in December. No formal action was necessary nor taken. The retreat recessed for lunch at 12:09 p.m. and reconvened at 1:32 p.m.

## **HIGHER EDUCATION SYSTEMS**

Dr. Frank pointed out that one goal of the retreat is to examine the current CSUS organization to plan for the future, particularly should the CSUS be asked to respond to a request by the state on potential future opportunities to expand. He recalled discussions held during the past year with representatives from a

Colorado regional comprehensive institution on a potential partnership with the CSUS. The action was supported by the DHE, the Governor's Office and certain legislators. The discussion has since been tabled and the institution will be moving forward with its own financial plan to reduce expenditures.

Mr. Sobanet commented on the supplemental higher education funding that materialized in March due to the revised revenue forecast and explained there are three to four institutions in Colorado that are struggling for a variety of reasons. Each of the governing boards for those institutions are responsible for developing financial plans and working with the new state administration after the upcoming election to address the challenges. When asked about capacity and potential restructuring of the regional comprehensive institutions, Mr. Sobanet responded on how these schools are community anchors and represent economic development for the regions. Dr. Frank added that any decisions on partnerships should be considered from multiple perspectives and the value proposition.

*Structure of Systems at the National Level:* Dr. Frank provided an overview of the structure, funding, challenges, and leadership for the California Master Plan for Higher Education, SUNY, the University of Wisconsin System, Penn State University System and Texas A&M System. He then described how the CSUS was created in 1985 by the legislature under the leadership of the State Board of Agriculture (now the Board of Governors); the shifts in composition of the CSUS; and the CSUS leadership.

*Future Opportunities:* Dr. Frank described conceivable future opportunities and advantages for the CSUS and potential partners. Ms. Parsons summarized the readings on the topic of mergers that have been distributed to the Board and noted the shift in thinking that has been occurring with strategic partnerships to be proactive for growth and not just financial stability. In addition to financial aspects, other issues that would need to be considered for a successful merger include governance, structure, academic programs and culture.

Drs. Miranda and Frank explained the challenges related to transferability of credits; the responsibility of faculty by statute for curriculum; and idiosyncrasies in curricula. In Colorado, various mechanisms utilized to facilitate transfers include the general transfer of general education credits and articulation agreements with the community colleges. While progress has been made in transferability within the CSUS, more work needs to be completed.

At the request of Dr. Frank, the campus presidents and the CSUS staff commented on the value of a higher education system and offered suggestions for opportunities. While diverse campuses can be a positive attribute, staff also identified several challenges with a system composed of institutions that have diverse cultures, academic programs and faculty expectations.

Dr. Frank mentioned several reasons why the state might ask institutions to consider consolidation within larger systems. The meeting recessed for a break at 2:59 p.m. and reconvened at 3:18 p.m. Conversation then continued on the merger topic that covered a broad range of issues. Should the CSUS be asked to develop such a partnership, the approach would be positive with a strategic direction. The retreat was recessed for a short break at 4:08 p.m. and reconvened at 4:12 p.m.

Chair Munn noted the agenda for the next day was the convening of the Evaluation Committee to begin planning for the annual evaluations in August. Dr. Frank confirmed that only he and General Counsel Johnson would need to attend the committee meeting.

Chair Munn reiterated that the overall goal of the retreat discussions was to provide Dr. Frank guidance for the budget planning for the next fiscal year and the reserve allocation that will occur at the December meeting with no formal action necessary. A request was made for additional information to understand

what has occurred in the backroom operations and the major systems along with a gap analysis to assist with the budget discussions and the reserve options and priorities.

Chair Munn asked Dr. Frank to summarize where the CSUS is currently stressed and recommendations for additional resources and, secondly, the direction for the CSUS should the state request assistance with any of the struggling universities. Dr. Frank commented the conversation has been helpful in attaining a sense of alignment should the state present the opportunity to assist another institution as well as with understanding the longer term planning for the CSUS. He reviewed the CSUS organizational structure that includes several staff serving in dual functions at the CSUS and CSU, and explained resources will be needed to fulfill some of these functions in the future. Dr. Frank announced Mr. Sobanet would be joining the CSUS on August 1, 2018, as the new CFO.

Ms. Parsons volunteered to begin preparing a gap analysis and the related priorities as discussed. Chair Munn summarized the next steps were to begin the FY 2019 budget planning process in August; the Audit and Finance Committee will undertake revising the reserves policy; and initiatives will be drafted for the next set of reserve withdrawals to be presented at the December meeting.

### **EXECUTIVE SESSION**

With no further discussion to be held at the retreat, Chair Munn asked for a motion to move into the executive session. **Motion/Action:** Governor Gustafson made the motion; Governor Gabel seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session to receive legal advice on specific questions and on pending or imminent litigation, all confidential as set forth in the meeting notice. The executive session convened at 4:38 p.m. and the retreat was adjourned upon the conclusion of the executive session.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:

Postsecondary Access and Success

Communications for Conservation

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

**Graduate Certificate:**

**College of Health and Human Sciences**  
Postsecondary Access and Success – 15 credits

**Warner College of Natural Resources**  
Communications for Conservation – 12 credits

Board of Governors of the Colorado State University System  
Meeting: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2018-2019 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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



## Board of Governors of the Colorado State University System

Meeting Date: August 10, 2018

## Consent Item

COLLEGE OF LIBERAL ARTS	DUAL DEGREE IN INTERDISCIPLINARY LIBERAL ARTS, B.A (24.0101) AND ENGINEERING SCIENCE, B.S. (14.1301)
	INTERDISCIPLINARY LIBERAL ARTS4 – B.A. (24.0101)
	INTERNATIONAL STUDIES – B.A. (30.2001)
ART AND ART HISTORY	ART – M.F.A. (50.0702) (Plan A)
	ART – B.A. (50.0702)
	ART – B.F.A. (50.0702)
COMMUNICATION STUDIES	COMMUNICATION STUDIES – M.A. (09.0101) (Plan A)
	COMMUNICATION – Ph.D. (09.0900)
	COMMUNICATION STUDIES – B.A. (09.0101)
ENGLISH	CREATIVE WRITING – M.F.A. (23.1302) (Plan A)
	ENGLISH – M.A. (23.0101) (Plan A, Plan B)
	ENGLISH – B.A. (23.0101)
ETHNIC STUDIES	ETHNIC STUDIES – M.A. (05.0299) (Plan A, Plan B)
	ETHNIC STUDIES – B.A. (05.0299)
LANGUAGES, LITERATURES AND CULTURES	LANGUAGES, LITERATURES, AND CULTURES – M.A. (16.0101) (Plan A, Plan B)
SCHOOL OF MUSIC, THEATRE, AND DANCE	MUSIC – M.M. (50.0901) (Plan A, Plan B)
	DANCE – B.A. (50.0301)
	MUSIC – B.A. (50.0901)
	MUSC-BM
	THEATRE – B.A. (50.0501)
PHILOSOPHY	PHILOSOPHY – M.A. (38.0101) (Plan A, Plan B)
	PHILOSOPHY – B.A. (38.0101)
BIOLOGY	BOTANY – M.S. (26.0301) (Plan A, Plan B)
	ZOOLOGY – M.S. (26.0701) (Plan A, Plan B)
	BOTANY – Ph.D. (26.0301)
	ZOOLOGY – Ph.D. (26.0701)
	BIOLOGICAL SCIENCE – B.S. (26.0101)
	ZOOLOGY – B.S. (26.0701)

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2018-2019 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2018-2019 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section D.7.1 Maximum Employment

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section D.7.1 Maximum Employment

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These edits were made to conform to state law.

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

NOTE: Revisions are noted in the following manner:  
Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
REVISIONS AND ADDITIONS – 2018-2019

D.7.1 Maximum Employment (last revised August 10, 2018)

Faculty members and administrative professionals on nine (9) month appointments may be employed a maximum of twelve (12) additional working weeks during the summer, exclusive of vacation, per fiscal year. ~~The salary rate used in this determination shall be that of the academic year following the summer.~~

Board of Governors of the Colorado State University System  
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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.7 Student Appeals of Grading Decisions

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section I.7 Student Appeals of Grading Decisions

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These edits were made to specify that the chair of the appeal committee is responsible for notifying all parties of the decision for the grade appeal.

Board of Governors of the Colorado State University System  
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Consent Item

NOTE: Revisions are noted in the following manner:  
Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
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I.7 Student Appeals of Grading Decisions (last revised ~~May 9, 2014~~ August 10, 2018)

A written summary of the ~~H~~hearing, ~~and~~ the decision of the appeal committee and the reasons for this decision shall be prepared. The chair of the appeal committee shall send this summary to the student and the course instructor(s) within thirty (30) calendar days of the appointment of the committee and it shall be retained in the department office for the duration of the student's enrollment at the University. The appeal committee's decision is the final decision of the University.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section K – Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K – Resolution of Disputes

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 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:

Most of the changes bring the policy into line with current practice and provide additional clarity.

In addition, the Grievance Panel is separated into two Grievance Panels, one for faculty and one for administrative professionals. The constitution of the Faculty Grievance Panel is changed to increase its membership. There have been problems in the recent past with the small number of persons on the panel.

In the case of denial of tenure and/or promotion, the Recommendation of the Hearing Committee should not be sent to the Provost, since the Provost has already recommended against tenure and/or promotion prior to the Hearing.

Finally, the table of timelines in Section K.14 is deleted, since it is not correct. The timelines are not simple enough to be summarized in such a table, since they depend on a number of factors that are different in different situations.

The Board has its own policy for conducting appeals and we cannot override that policy.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision  
Section K – Resolution of Disputes

Board of Governors of the Colorado State University System  
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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL  
 REVISIONS AND ADDITIONS – 2018-19

**SECTION K. RESOLUTION OF DISPUTES** (*Last revised ~~May 8, 2015~~  
August 10, 2018*)

**K.1 General Information**

Colorado State University is committed to the timely and fair resolution of disputes. ~~This s~~Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, capricious, or discriminatory. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, capricious, or discriminatory. The University Grievance Program generally Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the procedures described in ~~this s~~Section K can be found on the website of the University Grievance Officer.

**K.1.1 Participants in the ~~Grievance~~ Section K Process and Definition of Terms**

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.



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Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, capricious, or discriminatory.

Hearing Committee – A group of ~~between three and five~~ (3-5) faculty members or administrative professionals from ~~the a~~ University Grievance Panel who are convened to review and make recommendations about a Grievance.

Parties – The Parties to a Grievance are the Grievant(s) and the Supervisor(s).

Responsible Administrator – A university official to whom the ~~s~~Supervisor in a Grievance reports and who oversees the activities of the unit where the Grievant is employed.

Reviewing Administrators – University officials, namely the Provost and President, responsible for reviewing and approving recommendations from a Hearing Committee and deciding whether or not to accept them, ~~namely the Provost and President~~. These senior officials are also responsible for supporting, respecting, and enforcing the process and providing required financial resources.

Supervisor – A university administrator, faculty member, or administrative professional who either directly oversees the work of the Grievant or who makes decisions directly affecting the terms and conditions of the Grievant's employment. A supervisor also can be a state classified employee who directs the work of an administrative professional.

University Grievance Officer (UGO) – The university official responsible for administering the ~~grievance~~ Section K process, advising Grievants and Supervisors, and coordinating involvement by others.

~~University Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and volunteer to serve on a Hearing Committee, as needed and as available.~~

University Mediator (UM) – A neutral person from the university community appointed by the UGO to facilitate a resolution of a dispute or Grievance between a Grievant and a Supervisor.

## **K.2 Expectations for Members of the University Community**

- a. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.
- b. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.
- c. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant in the Section K process. Failure to comply with this expectation may result in the imposition of University sanctions.

## **K.3 Definition of an Action, Grievable Action, and Grievance**

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

### **K.3.1 A Grievable Action does not include:**

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as “final” and thus not subject to redress through the grievance process. Any action deemed “final” constitutes exhaustion of internal grievance procedures.
- c. An act by any person who is not the Grievant’s Supervisor ~~or responsible administrator~~.

- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to possible violations of law or endangerment of public safety.
- f. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.
- g. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

### **K.3.2 Types of Grievable Actions and Burden of Proof**

#### **K.3.2.1 (“Class A”)**

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- a. termination of contractual rights;
- b. reduction of salary and/or demotion;
- c. violation of academic and/or intellectual freedom; or
- d. assignment of unreasonable workload.

#### **K.3.2.2 (“Class B”)**

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;

- b. denial of reappointment;
- c. denial of tenure and/or promotion ~~or tenure~~;
- d. receipt of a lower evaluation than deserved on a performance review; or
- e. denial of sabbatical leave.

### **K.3.3 Determination of the Validity of a Grievance**

- a. The UGO shall determine whether a Grievance sets forth a Grievable Action, i.e., whether there is a sufficient basis to pursue ~~mediation (see Section K.8) and/or~~ a hearing (see Section K.9), based on the written complaint by the Grievant and the Supervisor's response, as well as any supporting materials. The UGO may seek appropriate legal advice (see ~~Section K.12.5~~ Section K.12.6). This determination by the UGO shall be made within five (5) working days of receiving the Grievant's written complaint and the Supervisor's response.
- b. If the Grievant disagrees with the UGO's determination, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel (see Section K.11.1) having the same Employee Classification as the Grievant within ten (10) working days of receiving written notification via email of the determination by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall form an Appeal Committee consisting of three (3) members from the Grievance Panel, including the Chair of the Grievance Panel, for the purpose of reviewing whether the UGO's determination should be reversed or affirmed. The Chair of the Grievance Panel shall chair the Appeal Committee and recruit members following the same procedure as for the formation of a Hearing Committee (see Section K.11.4). The Appeal Committee shall consider the appeal, the written Complaint of the Grievant and any supporting materials provided by the Grievant, as well as the response of the Supervisor and any supporting materials that are included. Within ~~five (5)~~ ten (10) working days of the submission of the appeal, the Appeal Committee, with legal advice if appropriate, shall make a determination solely regarding the validity of the Grievant's appeal, specifically whether the Grievance sets forth a Grievable Action. The Appeal Committee's determination shall be made by a majority vote. The Appeal Committee's determination shall be final. The Appeal Committee shall include a written report to the UGO and the Grievant notifying them of its decision. If the Appeal Committee reverses the

determination of the UGO, the members of this Appeal Committee shall not serve on a Hearing Committee for this Grievance.

c. If it is determined that a Grievance sets forth a Grievable Action, then the UGO shall make a determination of whether the Grievance is Class A or Class B.

### **K.3.4 Basis of Proof**

The basis of proof regarding a Grievable Action is determined by a preponderance of the evidence (i.e., that the claim is more likely to be true than not to be true).

## **K.4 The Right to Grieve**

### **K.4.1 Persons Entitled to Grieve**

Any faculty member or administrative professional may pursue resolution of a Grievable Action. Grievances by more than one employee from a single administrative unit may be joined into a common grievance if, in the opinion of the UGO, their Grievances have sufficient commonality to be heard collectively, and if those employees filing Grievances from a single unit agree to join in a common Grievance.

### **K.4.2 Process**

If a Grievant initiates the Section K process the Grievable Action shall not be effective prior to the completion of the Section K process.

### ~~**K.4.3 Responsibility to Respond**~~ [moved to Section K.6]

~~a. The Supervisor whose decision, recommendation or action was the basis for the Grievance shall be responsible for responding to the Grievant and the UGO within five (5) working days from the day the Grievance is submitted to the UGO and the Supervisor.~~

~~b. If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the responsible administrator(s) for the unit, at his or her discretion, shall decide who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to seek resolution. If no person in authority responds to the Grievance, the UGO shall continue with the Section K process.~~

~~c. When a faculty member has been denied promotion or tenure (see Section E.10.5.1, paragraph 6, E.13.1 paragraphs 4 and 5) in the case of a negative recommendation by the department chair, the complaint shall be directed to the department chair, who shall be responsible to respond. In the case of a negative recommendation at the college level, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of a negative recommendation at the provost level, the complaint shall be filed against the provost who shall be responsible to respond.~~

#### **K.4.43 Section K Process**

In the spirit of reaching an expeditious resolution of disputes, an aggrieved ~~party~~ employee shall follow all applicable parts of the Section K process before initiating legal action with external agents or agencies. However, the Grievant has the right to seek legal advice from outside counsel at any point during the Grievance process. Nothing in ~~this s~~Section K supersedes the Grievant's rights under federal and/or state laws.

#### **K.5. Initiation of the Section K Process**

~~A claim of a Grievable Action must be submitted in writing by~~ In order to initiate the Section K process, an administrative professional or a faculty member ~~to~~ must contact the UGO in writing no later than twenty (20) working days after the date of the Action giving rise to the Grievable Action or that point in time when the individual could reasonably be expected to have knowledge that a basis for a grievance existed. The UGO shall then meet with the ~~administrative professional or the faculty member~~ Grievant to discuss the claim.

If the administrative professional or faculty member does not contact the UGO in writing within the required twenty (20) working days, then they forfeit their right to pursue the Section K process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within five (5) working days after meeting with the Grievant, the UGO shall contact the Supervisor to schedule a meeting to discuss the claim. After meeting with the Supervisor, the UGO will attempt to resolve the dispute through informal conciliation for a period of up to twenty (20) working days. This may include additional meetings with the Grievant and the Supervisor individually and/or together, as well as meeting with other persons as approved by the Grievant. If informal conciliation is not

successful in resolving the dispute, the UGO will notify both the Grievant and the Supervisor of this outcome.

The UGO is not required to pursue informal conciliation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to pursue informal conciliation prior to making a determination of whether or not the Action constitutes a Grievable Action.

## **K.6 Mediation**

### **K.6.1 Initiation of the Mediation Process**

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, capricious, and/or discriminatory. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format.

If the Grievant does not contact the UGO in writing within the required five (5) working days, then they forfeit their right to pursue the mediation process or the hearing process (unless the UGO, at his or her discretion, decides that extenuating circumstances justify an extension of this deadline).

Within three (3) working days of receiving an acceptable Complaint from the Grievant, the UGO shall forward the Complaint to the Supervisor for a formal written Response. The Supervisor shall submit this Response to the UGO within five (5) working days of receiving the Complaint from the UGO. This Response shall be limited to addressing the claims and statements made in the Complaint. In some cases, it may be necessary for the UGO to return the Response to the Supervisor for editing before it has an acceptable format. Within three (3) working days of receiving an acceptable Response from the Supervisor, the UGO shall forward the Response to the Grievant.

If the Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant supervisory position, then the Responsible Administrator(s) for the unit shall decide, at his or her discretion, who should represent the unit in the Section K process. The

unavailability of the original Supervisor does not affect the right of a Grievant to pursue the section K process.

When a faculty member is grieving the denial of tenure and/or promotion (see Section E.13.1, paragraphs 4 and 5 or Section E.10.5.1 paragraph 6), in the case of a negative recommendation by the department head, the Complaint shall be filed against the department head, who shall be responsible to respond. In the case of a positive recommendation by the department head, but a negative recommendation by the dean of the college, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of positive recommendations by both the department head and the dean, but a negative recommendation by the Provost, the complaint shall be filed against the Provost, who shall be responsible to respond.

Within five (5) working days after receiving the ~~written claim of a Grievable Action~~ Response from the Supervisor, the UGO shall ~~assign~~ select a University Mediator (UM) from the pool to mediate the dispute, and the UGO shall notify the Grievant and the Supervisor of the UM selected. The UM shall have the same Employee Classification as the Grievant. The ~~Mediation participants~~ Grievant and/or the Supervisor shall have five (5) working days from the date of ~~the assignment of the UM~~ this notification to object to ~~such an assignment~~ the choice of UM. Such a ~~An~~ objection may be ~~raised only~~ based only on the UMs prior or current relationship with the ~~Mediation participants~~ Grievant and/or the Supervisor and/or the UM's knowledge of previous related disputes. If objections arise, the UGO may decide to select a different UM. The UGO shall make the final decision on the assignment of a UM, and the UGO shall notify the UM of his or her assignment within three (3) working days of this decision.

The UGO is not required to pursue mediation if the Action does not constitute a Grievable Action. However, the UGO, at his or her discretion, may decide to allow mediation to occur prior to making a determination of whether or not the Action constitutes a Grievable Action.

In some cases, the UGO may decide that mediation is unlikely to be productive and that the mediation process should not be initiated. This is generally the case when a faculty member is grieving the denial of tenure and/or promotion. If the UGO decides not to initiate the mediation process, he or she shall notify the Grievant and the Supervisor of this decision. The Grievant shall then decide whether or not to initiate a formal grievance hearing (see Section K.9).



**~~K.6 Documentation~~** [moved to Section K.7]

~~a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.~~

~~b. Any formal resolution reached during Mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.~~

**~~K.7 Right to Clerical Assistance~~** [moved to Section K.8]

~~Any person initiating the Section K process has the right to clerical support from University personnel for preparation of documents for use in This process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Covered Member is housed (e.g., from the dean, for a faculty member, or from a vice president, for a dean).~~

**K.86.2 Mediation Process**

a. Within ten (10) working days of being assigned by the UGO, the UM shall meet with the Mediation participants Grievant and the Supervisor, discuss their respective positions, and review relevant information.

b. If the UM believes there is a reasonable chance that Mmediation efforts may produce a resolution of the dispute, the Mediation participants Grievant, the Supervisor, and the UM shall enter into a Mmediation Pperiod of up to twenty (20) working days to attempt to resolve the dispute. ~~If the Mediation Period reaches its twenty (20) working day limit without producing a resolution of the dispute, the Mediation participants may mutually agree to extend the Mediation Period by an additional ten (10) working days if they believe that this is likely to produce a resolution of the dispute. However, after the initial twenty (20) working days, either party may choose to terminate the Mediation Process and refuse any extensions of it.~~

c. The goal of mediation is for the Grievant and the Supervisor to come to a mutual agreement where reconcilable differences are resolved and where the Grievant and the Supervisor are able to work together in an amicable and productive manner in the future. Successful mediation generally requires

compromise by both the Grievant and the Supervisor. If a successful agreement is reached, then the Section K process is completed.

However, failure by the Supervisor to abide by the terms of the agreement is grievable.

~~ed.~~ If the UM decides that ~~M~~mediation efforts are not productive, then the UM may choose to terminate the ~~M~~mediation ~~P~~period at any time.

~~de.~~ If the ~~M~~mediation ~~P~~period expires or is terminated by any party as described above, the UM shall immediately notify the UGO and all ~~Mediation participants~~ of this situation in writing within three (3) working days. The UGO shall then notify the Grievant and the Supervisor of this situation within three (3) working days of receiving this notification from the UM. The Covered Member Grievant shall then have five (5) working days after the date the UM provides such notice receiving this notification from the UGO to initiate the formal Grievance hearing process regarding any Grievable Action (see Section K.9).

~~e.~~ The UM may continue to work with the Mediation participants even after a formal Grievance is initiated. However, the UM's Mediation efforts must cease before the beginning of a Grievance Hearing.

~~f.~~ If the formal Grievance process is not initiated within the five (5) working day limit described in Section K.8.d, or if a claim of a Grievable Action is not referred to the UGO within the twenty (20) working day limit described in Section K.5, then the Grievable Action is not eligible to be heard by a Hearing Committee under the Grievance Procedure of Section K.10.

~~gf.~~ Documentation and other communication created specifically in connection with the resolution of a dispute shall be considered to be part of the ~~Covered Member's~~ Grievant's and the Supervisor's personnel files.<sup>1</sup> Under the Dispute Resolution Act, C.R.S. 13-22-301 et seq., documents and communications that ~~resulted~~ are created solely from the ~~M~~mediation process are confidential and shall not be disclosed, and they may not be used as evidence during a Grievance Hearing, except by mutual agreement of the ~~Mediation participants~~ Grievant and the Supervisor, or as may be required by law. When a resolution is reached, documentation and other communication created during the ~~M~~mediation process shall be forwarded to the UGO, who shall retain the materials. Records created ~~by a Covered Member or a Responsible Administrator~~ prior to the a Covered Member's

initiation of the ~~M~~mediation process are not considered confidential communications and may be used in a Grievance Hearing. Information and documents that are otherwise relevant do not become confidential merely because they are presented, discussed, or otherwise used during the course of mediation.

### **K.7 Documentation**

a. Either the UGO or the UM assigned to the case may request, and is entitled to receive promptly, any and all materials from the participants in the Grievable Action that either the UGO or the UM may deem relevant to the dispute.

b. Any formal resolution reached during mediation by the participants must be in writing and is subject to approval of legal sufficiency by the Office of General Counsel and approval by any other necessary individuals.

### **K.8 Right to Clerical Assistance**

A Grievant has the right to clerical support from University personnel for preparation of documents for use in this process. Because maintenance of confidentiality is an important element of the Section K process, the clerical support should come from a unit at the next higher level than the one in which the Grievant is housed (e.g., from the college level, for a faculty member, or from the Office of the Provost, for a department head).

### **K.9 Initiating the Grievance Hearing Process**

~~A formal Grievance must be initiated by the Grievant submitting a written complaint to the UGO and to the supervisor whose action is being challenged no later than ten (10) working days after the expiration of the Mediation Period or after the decision by the UM that Mediation will not take place, as described in Section K.8. The written Complaint shall:~~

~~a. Describe the nature of the Grievable Action;~~

~~b. Name the parties to the grievable dispute;~~

~~c. Describe how the Action being challenged is unfair, unreasonable, arbitrary, capricious, or discriminatory;~~

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~~d. Identify how the Action adversely affects the Grievant in his or her present or future academic and/or professional capacity; and~~

~~e. Summarize the material that the Grievant is prepared to submit to support the claim. Upon receipt of the complaint from the Grievant, the supervisor shall prepare a written response (hereinafter referred to as the "Response") to the complaint and submit it to the UGO and the Grievant no later than five (5) working days after receiving the complaint. This Response should be limited to addressing the claims and statements made in the complaint.~~

If the Grievant is notified by the UGO that mediation was not successful in resolving the dispute, then the Grievant may choose to initiate the hearing process. This must be done within five (5) working days of receiving such notification, and this is done by informing the UGO in writing of the decision to initiate the hearing process. This may be done only if the Action(s) specified in the Complaint have been determined to be Grievable Action(s).

Within ten (10) working days of notification that mediation was not successful, the Grievant must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of notification that mediation was not successful, the Grievant must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Grievant shall be forwarded to the Supervisor within three (3) days of their receipt by the UGO.

Within ten (10) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO in writing a list of the materials that he or she intends to submit at the Hearing, a list of the witnesses that he or she intends to call at the Hearing, and the relevance of these materials and witnesses. Within twenty (20) working days of receiving the Grievant's list of materials and witnesses, the Supervisor must submit to the UGO copies of the materials that he or she intends to submit at the Hearing. To the extent permitted by law and University policy, each of these submissions from the Supervisor shall be forwarded to the Grievant within three (3) days of their receipt by the UGO.

The UGO has the right to question and determine the applicability, reasonableness, and relevance to the hearing process of any submitted

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material. This right may include the refusal by the UGO to accept and forward submitted materials until the UGO judges that they are in compliance with the requirements of Section K (see Section K.10.4). Failure by either the Grievant or the Supervisor to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in the forwarding by the UGO of redacted materials. In this case, the person who submitted the materials will be notified of this decision and sent copies of the redacted materials. In an extreme case, the UGO may decide that the Grievant has forfeited his or right to pursue the hearing process and notify the Grievant of this decision.

## **K.10 Grievance Procedure Hearings**

### **K.10.1 Hearing Committee**

As described in Section K.11.4, a Hearing Committee shall be ~~formed~~ selected by the UGO which consists of five (5) members, one of whom shall serve as the Chair of the Hearing Committee. The UGO shall notify the Parties of the members. The Parties shall then have three (3) working days to challenge for cause members of the Hearing Committee. A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with the Grievant, the Supervisor, and/or the Grievable Action, may be incapable of rendering an impartial judgment regarding the Grievance. The UGO, with appropriate legal advice (see Section K.12.56), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced by the UGO as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.

The UGO shall then set the date(s), time(s), and location(s) for the Hearing and forward ~~the Complaint and the Response~~ to the members of the Hearing Committee ~~the Complaint, the Response, the lists of witnesses to be called by the Parties, the materials to be submitted by the Parties, the relevance of these witnesses and materials, and any additional material that the UGO deems to be relevant to the Hearing.~~ The UGO shall provide copies to the Parties of all material submitted to the Hearing Committee. If the UGO has decided to redact some of the material submitted by either Party, then that Party may appeal this decision in writing to the Chair of the Hearing Committee. This must be done within five (5) working days of this person being notified of the submission by the UGO. If such an appeal is submitted, the Chair of the Hearing Committee shall make a decision regarding the matter within five (5) working days of receiving the appeal. The decision of the Chair of the Hearing Committee shall be final.

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Any member of the Hearing Committee may request that the UGO provide additional materials or that additional witnesses be called (with the relevance of such witnesses being explained). Upon approval of the Chair of the Hearing Committee, these requests will be accommodated to the extent permitted by law and University policy. Each Party will be sent copies of such additional materials and notified of additional witnesses and their relevance.

~~At the request of either party, or on its own initiative, the Hearing Committee may:~~

- ~~a. Instruct the parties to file further written statements and/or~~
- ~~b. Direct the parties to produce additional documents relevant to the Complaint, to the extent permitted by law, and to identify possible witnesses and the relevance of these witnesses.~~

~~The UGO has the right to question and determine the applicability, reasonableness, and relevance of any material to the Section K process. This right may include the refusal by the UGO to forward the Complaint, the Response, and/or any supporting document(s) to the Hearing Committee until the UGO judges that the documents are in compliance with the requirements of Section K (see Section K.10.4). Failure by either party to bring documents into compliance with Section K requirements by a deadline set by the UGO shall, at the discretion of the UGO, result in either forfeiture by that party of the right to pursue the matter through Section K or the forwarding by the UGO of redacted documents to the Hearing Committee.~~

~~If the Covered Member disagrees with such a decision by the UGO, he or she may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel within three (3) working days of being notified. Grievance Panel shall refer the matter to the Chair of the Hearing Committee, who shall make a decision regarding the matter within five (5) working days of the submission of the appeal. The decision of the Chair of the Hearing Committee shall be final.~~

For a Class B Grievance, since the burden of proof for a Class B Grievance is on the Grievant, the Hearing Committee may decide a Class B Grievance without a Hearing if the Hearing Committee determines that the Complaint lacks substantive merit under the criteria specified in Section K.3 and that a Hearing will not take place. Such a decision requires a unanimous vote by the Hearing Committee. The Grievant shall have the right to appeal to the

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Provost a ~~decision rendered~~ recommendation made by ~~the~~ a Hearing Committee without a Hearing.

### **K.10.2 Conduct of Grievance Hearings**

The rules and procedure outlined below shall apply in any formal Grievance Hearing conducted by a Hearing Committee.

~~a. The Hearings of a Grievance shall begin no later than ten (10) working days following the receipt of the Complaint from the Grievant. However, each party has the right to request a delay of no more than ten (10) working days upon showing a necessity to allow the proper development of the evidence and arguments, and the UGO shall have the authority to delay Hearings in order to facilitate the joining of Complaints as provided for in Section K.4.1.~~ Grievance Hearings are confidential and closed to the public.

b. Each pParty to the Grievance shall be permitted to have a maximum of two (2) advisors present, consisting of peer advisors and/or legal counsel. These advisors may help the pParty prepare for the proceedings, including the preparation of any required written documentation, and may advise the pParty during the proceedings, but no advisor may participate actively in the proceedings. Advisors may not make statements, objections or attempt to argue the case (however, if an advisor is called as a witness, he or she is allowed to participate in this capacity). The only persons who have standing to speak at the Hearing are the members of the Hearing Committee, the UGO, the pParties to the Grievance, and any witnesses called. Each pParty shall identify his or her advisors at the opening of the Hearing and neither pParty shall have the right to delay the Hearing because of a lack of or unavailability of advisors, except if an emergency occurs.

c. The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.

~~e~~d. Once initiated, the Hearings shall continue on a daily ~~or nightly~~ basis, depending on the convenience of the pParties, and ~~in all cases~~, the Hearing shall be concluded within ten (10) working days of its opening.

~~d~~e. The Pparties to a Grievance have the responsibility to attend all scheduled meetings of the Hearing. No substitutes for the pParties shall be allowed. If a pParty is unable or unwilling to attend any scheduled meeting of the Hearing, the meeting may be held ex parte.

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ef. If it is deemed appropriate by a majority of the members of the Hearing Committee, a person may participate in the Hearing from a different physical location (e.g., by video conference or teleconference). However, the questioning of witnesses must occur in a real-time, spontaneous format, unless a majority of the Hearing Committee concurs that this is not feasible. Any request to appear or participate in the ~~the~~ Hearing from a different physical location must be made in writing and must be submitted to the Hearing Committee at least five (5) working days before the Hearing.

fg. ~~Parties to Grievances~~ The Grievant, the Supervisor, and their advisors ~~for such parties~~ are responsible for abiding by the procedures herein established. ~~Those parties~~ Anyone failing to adhere to the procedures, ~~or failing to assure that their advisors adhere to the procedures,~~ may be excluded from participation in the Hearing by a majority vote of the Hearing Committee, and judgment shall be rendered without the presence of ~~those parties~~ any excluded persons.

g. ~~The Chair of the Hearing Committee (see Section K.11.4) shall open the Hearing by determining that all parties are present and by identifying the advisors chosen by each party.~~

h. ~~The Chair of the Hearing Committee shall provide each member of the Hearing Committee the opportunity to excuse himself or herself from service prior to the Hearing because of having an involvement with one or both of the parties and/or with the Action being challenged that renders him or her incapable of rendering an impartial judgment concerning the Grievance.~~

i. ~~The Chair of the Hearing Committee shall provide each party the opportunity to challenge for cause members of the Hearing Committee.~~

1. ~~A challenge for cause must be based on a claim that the challenged member of the Hearing Committee, through involvement with one or both of the parties and/or with the Action being challenged, may be incapable of rendering an impartial judgment regarding the Grievance.~~

2. ~~The UGO, with appropriate legal advice (see Section K.12.5), shall decide all such challenges. Members successfully challenged shall be excused from the Hearing Committee and replaced as described in Section K.11.4. The UGO may excuse a member of the Hearing Committee even though actual cause cannot be proven.~~



jh. The entirety of the Hearing shall be recorded. Upon request, either pParty shall be provided with a copy of this record, as well as any written material submitted during the Hearing. The Office of the Provost shall bear the cost of producing these copies.

### **K.10.3 Order of Proceedings for Grievance Hearings**

Subject to the restrictions of Section K.10.2.eg, the following persons are entitled to be present during the Hearing:

- a. The pParties and their advisors;
- b. The UGO, the Hearing Committee members, and their legal counsel;
- c. Witnesses when testifying; and
- d. Such other persons as are specifically authorized by a majority vote of the Hearing Committee, unless their presence is objected to by either pParty and the objection is sustained by the UGO.

The Hearing should proceed in the following order (although this order may be altered by a majority vote of the Hearing Committee with the approval of the UGO):

- a. Statement by the pParty having the burden of proof (hereinafter referred to as the “First Party”).
- b. Statement by the other pParty (hereinafter referred to as the “Second Party”).
- c. Presentation by the First Party of witnesses and materials, subject to the restrictions of Section K.10.4. The First Party shall have the right to call himself or herself as a witness and to call the Second Party as a witness. The Second Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the First Party after that witness has been questioned by the First Party. Decisions on such challenges shall be rendered by the Chair of the Hearing Committee. Challenges of procedural decisions by the Chair of the Hearing Committee shall be decided by a majority vote of the remaining members of the Hearing Committee, with tie votes sustaining the Chair.

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d. Presentation by the Second Party of witnesses and materials, subject to the restrictions of Section K.10.4. The Second Party shall have the right to call himself or herself as a witness and to call the First Party as a witness.

The First Party shall have the right to challenge the relevancy and/or authenticity of witness testimony and submitted materials and to question each witness called by the Second Party after that witness has been questioned by the Second Party. Challenges shall be decided as described in the previous paragraph. ~~The members of the Hearing Committee shall also have the right to question each witness called by the Second Party after that witness has been questioned by the First Party.~~

~~e. If either party claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).~~

~~f.~~ Members of the Hearing Committee shall have the right to direct questions to witnesses called ~~or~~ and to the ~~p~~PParties during these proceedings.

~~g.~~ Summary arguments by the First Party.

~~h.~~ Summary arguments by the Second Party.

~~i.~~ The members of the Hearing Committee shall have the authority to direct any further questions to either or both ~~p~~PParties following both summary arguments, to schedule additional meetings of the Hearing to develop points not yet clarified sufficiently, and/or to call additional witnesses. A decision to schedule additional meetings of the Hearing requires a majority vote of the Hearing Committee, ~~and such a decision shall be announced by the~~ The Chair of the Hearing Committee to both parties. Both parties shall notify the Parties in writing of the scheduling of additional meetings, also be informed ~~of~~ any points that the Hearing Committee feels require further clarification, and the names and relevance of any additional witnesses to be called by the Hearing Committee.

~~j.~~ If either ~~p~~PParty claims to have been denied access to relevant University records and/or documents, the Hearing Committee may consider this claim in making its final recommendation (see Section K.10.5).

#### **K.10.4 Rules Regarding Witness Testimony and Submitted Materials**

The following rules shall apply to any Grievance Hearing before a Hearing Committee:

- a. It shall be the responsibility of the pParty seeking to call a witness or submit material to demonstrate to the satisfaction of the Chair of the Hearing Committee the authenticity and relevance of the witness or material.
- b. Witnesses called shall have direct and personal knowledge of the points attested to and may be challenged on the ground that they lack such knowledge. A pParty calling a witness shall first establish the relevance of the testimony of the witness.
- c. Material introduced by either pParty shall be accompanied by a showing of authenticity and relevance to the Grievance. Decisions, recommendations, and actions that occur prior to the Grievable Action may be relevant to the Grievable Action if they establish a pattern of action over time.
- d. During a witness' testimony, either pParty may object to such testimony on the grounds that the witness lacks personal knowledge for such testimony or that such testimony is not relevant to the Grievance. The pParty making the objection shall state the reason(s) for the objection, and the other pParty shall have the opportunity to respond to the objection. The Chair of the Hearing Committee shall rule on the objection.
- e. The UM assigned to a specific case may neither attend the Hearing nor be called as a witness for that case.

#### **K.10.5 Recommendation of the Hearing Committee**

- a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action of the Responsible Administrator which is the basis for the Grievance solely to determine whether this Action is unfair, unreasonable, arbitrary, capricious, or discriminatory, but not to substitute its judgment regarding the substantive merits of the ~~decision which is the basis for the Grievance~~ Grievable Action. ~~If the Hearing Committee concludes that there was a procedural deficiency which materially inhibited the review process, it may specify the nature of this deficiency and refer the matter back to the~~

~~appropriate administrator for correction and subsequent return to the Hearing Committee.~~

b. When the Hearing Committee has agreed on a recommendation (hereinafter referred to as the “Recommendation”) by a majority vote, a written statement of the Recommendation shall be prepared that summarizes the relevant information and explains the reasoning that supports the Recommendation. It also shall state specifically any action necessitated by the Recommendation and identify any proposed relief to be provided. Normally, the Chair of the Hearing Committee shall oversee the preparation of this written statement of the Recommendation. However, if the Chair of the Hearing Committee opposes the majority vote, the members of the majority shall choose from among themselves a person to oversee the preparation of the written statement of the Recommendation. This person shall also represent the Hearing Committee, if necessary, during reviews and appeals.

c. If the Recommendation from the Hearing Committee is not unanimous, the report shall explain the reasoning of the dissenting minority ~~shall prepare a written statement reflecting the minority opinion,~~ as well as that of the majority.

d. The written Recommendation from the Hearing Committee, ~~together with any minority report,~~ shall be submitted to the UGO by the Chair of the Hearing Committee within ten (10) working days of the completion of the Hearing.

e. Within ~~two (2)~~ three (3) working days after receiving the Recommendation from the Hearing Committee, the UGO shall ~~announce~~ send a copy of this Recommendation to both the pParties and provide ~~Written copies of the Recommendation, together with any minority report, to both parties.~~ Within this same time frame, the UGO shall provide ~~written~~ copies of the Recommendation, ~~any minority report,~~ the Complaint, the Response, the record of the Hearing, and any written material submitted during the Hearing (hereinafter referred to collectively as the “Hearing Record”) to both the Provost and the President, unless the Provost and/or the President is a pParty to the Grievance, If the Provost is a Party to the Grievance, but the President is not the Hearing Record shall be sent only to the President. If the President is a Party to the Grievance, the Hearing Record in which case, the UGO shall instead send these copies be sent to the Board.

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f. If the Grievable Action is the denial of tenure and/or promotion, the Hearing Record shall not be sent to the Provost.

### **K.10.6 Appeals and Administrative Reviews**

~~Decisions of a~~ A Recommendation from the Hearing Committee that no action be taken as a result of the Grievance Hearing is final, unless the Grievant chooses to appeal this Recommendation (see Section K.10.6.1). Any Recommendation from the Hearing Committee that action be taken as a result of the Grievance must be reviewed by both the Provost and President before it becomes final, unless the Provost or the President is a party to the Grievance. If the Provost is a party to the Grievance, but the President is not, the review shall be made only by the President. If the President is a party to the Grievance, the review shall be made only by the Board.

If the Grievable Action is the denial of tenure and/or promotion, only the President shall review the Recommendation.

#### **K.10.6.1 Appeal of the Recommendation From the Hearing Committee**

Whether or not the Recommendation from the Hearing Committee suggests that action be taken as a result of the Grievance, the Grievant has the right to appeal this Recommendation. This appeal must be made within ten (10) five (~~5~~) working days of receipt of the written Recommendation from the

Hearing Committee, ~~and~~ and it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size. Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the Recommendation from the Hearing Committee. This appeal shall be submitted to the Provost, unless the Provost and/or the President is a ~~p~~Party to the Grievance. If the Provost is a ~~p~~Party to the Grievance, but the President is not, the appeal shall be submitted to the President. If the President is a party to the Grievance, the appeal shall be submitted to the Board.

If the Grievable Action is the denial of tenure and/or promotion, the appeal shall be submitted only to the President.

If the Grievant submits an appeal to the Provost, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor.

### **K.10.6.2 Review by the Provost**

~~If neither the Provost nor the President is a party to the Grievance, the Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with and any appeal from the Grievant (hereinafter referred to collectively as the “Appeal Record”), unless the Recommendation from the Hearing Committee is suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. No party may introduce new substantive issues may be introduced.~~

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost shall modify may differ from the Recommendation from the Hearing Committee only if he or she the Provost finds that this the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory.

The Provost shall also send a copy of his or her recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send his or her recommendation to the President and the UGO Wwithin ten (10) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal, the Provost shall respond by providing to all parties to the Grievance and to the UGO a written statement of his or her recommendation, which shall include a summary of the relevant information and the reasoning that supports this recommendation. A copy of this recommendation shall also be provided to the President, along with a copy of any appeal to the Provost from the Grievant.

### **K.10.6.3 Appeal of the Recommendation From the Provost**

~~If the Provost modifies the Recommendation from the Hearing Committee, The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed two (2) five (5) pages with normal font size. Failure of the Grievant to file an appeal within this time frame shall constitute his or her acceptance of the recommendation from the Provost.~~

If the Grievant submits an appeal to the President, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

#### **K.10.6.4 Review by the President**

If the Hearing Record is sent to the President is not a party to the Grievance, he or she shall review the Recommendation from the Hearing Committee Hearing Record, together with any minority report, the recommendation from the Provost (unless the Provost was a party to the Grievance), and any appeals from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record, the Provost’s recommendation and any appeal by the Grievant. No party may introduce new substantive issues may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President shall modify may differ from the Recommendation from the Hearing Committee only if he or she the President finds that this the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The President shall send his or her written decision to the UGO Within twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost; the President shall respond by providing to all parties to the Grievance, the UGO, and the Provost a written statement of his or her decision, which shall include a summary of the relevant information and the reasoning that supports this decision. The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, he or she the President shall notify the appropriate parties individuals of the action to be taken.

### **K.10.6.5 Review by the Board**

If the President was a party to the Grievance, the Board shall review the Recommendation from the Hearing Committee, together with ~~any minority report and~~ any appeal from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation suggests that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced. Board Policy 123 contains the procedures to be followed regarding this review.

Upon completion of this review, the Board shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. The decision of the Board may differ from the Recommendation from the Hearing Committee only if the Board finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, capricious, or discriminatory. The Chair of the Board shall send this written decision to the UGO, and the UGO shall send copies of this decision to the Grievant, the Supervisor, the Provost, and the President. The decision of the Board is final.

If the decision of the Board includes taking action as a result of the Grievance, the Chair of the Board shall notify the President and the UGO of the action to be taken, and the President shall notify the appropriate individuals. This may involve special Board action. ~~and/or instruction regarding action to be taken by administrators.~~

### **K.11 Grievance Panels and Hearing Committees**

#### **K.11.1 Grievance Panels** *(last revised August 2, 2013)*

The Faculty Grievance Panel shall be a pool of eligible Hearing Committee members consisting of ~~twenty-one (21) tenured faculty members, with at least one (1) from each college~~ one (1) tenured faculty member from each academic department and one (1) tenured faculty member from the University Libraries, and

The Administrative Professional Grievance Panel shall be a pool of eligible Hearing Committee members consisting of twenty-one (21) administrative



professionals, representing at least four (4) administrative areas.  
~~Administrative professionals~~ Each member shall have had at least five (5) years employment at half-time (0.5) or greater at Colorado State University.

No person having administrative duties, as described in Section K.11.2, shall be qualified to serve on ~~the~~ either Grievance Panel.

**K.11.1.1 Duties** *(last revised August 2, 2013)*

As specified elsewhere in ~~this s~~Section K, individual members of the Grievance Panel may be recruited to a) serve on individual Hearing Committees, b) serve on search committees to select a new UGO, and c) consult with the leadership of Faculty Council or the Administrative Professional Council, as appropriate, on policy matters related to procedures outlined in Section K and the activities of the UGO.

**K.11.1.2 Chairs** *(last revised August 2, 2013)*

Each year, ~~a Grievance Panel Chair shall be appointed jointly by the presidents~~ the Chair of the Faculty Council and Administrative Professional Council shall select a Chair for the Faculty Grievance Panel from among the panel's its elected members, and the Chair of the Administrative Professional Council shall select a Chair for the Administrative Professional Grievance Panel from among its elected members. ~~This volunteer position shall be filled by a faculty member in academic years ending in an odd number and by an administrative professional in academic years ending in an even number.~~

As specified ~~elsewhere~~ elsewhere in ~~this~~ Section K, the ~~chair's~~ chairs's duties of the chairs are:

- a. To meet with the UGO ~~at least quarterly or~~ as needed to review activities of the UGO,
- b. To review challenges to the qualification ~~and classification~~ of grievances by the UGO (Section K.~~10-13.3~~),
- c. To appoint a subcommittee to seek nominations for the position of UGO and interview prospective UGO candidates (Section K.12.1),
- d. To confer with the Provost and either the Chair of Faculty Council or the Chair of the Administrative Professional Council on the appointment of a

Temporary Special University Grievance Officer, as needed (Section K.12.67),

e. To advise the UGO on policy and procedural matters covered in ~~this~~ Section K,

f. To advise the Faculty Council and Administrative Professional Council on matters pertaining to rights and responsibilities described in ~~this~~ Section K,

g. To provide input for the UGO's annual report (Section K.12.4.4i),

~~h. To assist the Faculty Council and the Administrative Professional Council in their annual evaluation of the UGO by receiving and reporting on questionnaires to parties inquiring about or involved in mediation or the grievance process. These questionnaires will be distributed by the UGO (Section K.12.4.1),~~

~~ih.~~ To provide input on the UGO's annual performance review (Section K.12.1).

### **K.11.2 Administrative Duties**

With respect to qualification to serve on the Grievance Panel, administrative duty or duties refers to the service of those persons acting as the administrators responsible for the various administrative units, departments, colleges, and the University, and responsible for budgets and supervising and evaluating personnel other than state classified personnel, students, or postdocs. ~~The term shall cover persons having the title "Assistant Dean" or "Associate Dean". This shall include administrators at the level of department head or above, but not assistant or associate department heads. However,~~ Service by persons as chairs of committees, or as Principal Investigators on contracts and grants, shall not be considered to be administrative duties.

### **K.11.3 Election of Grievance Panel Members**

~~Faculty members shall be nominated by the Faculty Council Committee on Faculty Governance, who shall provide a full slate of nominees for election by the Faculty Council. Each academic department and the Libraries shall elect one (1) member of the Grievance Panel from among the eligible members of that unit. The electorate eligible to vote for this member of the Faculty Grievance Panel shall consist of all regular full-time, regular part-~~

time, senior teaching, special, and transitional members of the faculty in that unit who have no administrative duties (see Section K.11.2). The Faculty Council Committee on Faculty Governance shall establish uniform nomination and election procedures throughout the University and shall supervise elections in academic departments and the Libraries to ensure secret ballots and impartial election procedures.

Administrative professionals shall be elected by the Administrative Professional Council.

Nominations for candidates shall be opened on February 15, annually, and election shall be held in April. Election shall be for a three (3) year term starting on the first (1st) day of Fall semester, with the terms staggered so that approximately one-third (1/3) of the faculty members and one-third (1/3) of the administrative professionals have their terms expire each year. ~~Grievance Panel members who have served two (2) consecutive terms shall be ineligible for re-election for a period of two (2) years.~~ Vacancies shall be filled by elections at other times throughout the year following the procedures set forth above.

~~When a vacancy occurs on the a Grievance Panel, it shall be filled by appointment, unless the vacancy occurs within one (1) month before the next regular election, in which case, the unexpired term shall be filled at that election. An appointment of a faculty member shall be made by the Faculty Council Committee on Faculty Governance, and an appointment of an administrative professional shall be made by the Administrative Professional Council.~~

#### **K.11.4 Formation of Hearing Committees**

The UGO shall establish a rotation schedule for the members of the Grievance Panels to serve on Hearing Committees. However, at the discretion of the UGO, members may be skipped due to issues such as conflicts of interest, availability, or appropriate criteria (such as faculty rank). ~~A~~ Hearing Committees shall consist of five (5) members having the same appointment Employee Classification (faculty member or administrative professional) as the Grievant. The UGO shall provide each selected member of the Hearing Committee the opportunity to excuse himself or herself from service because of having an involvement with one or both of the parties and/or with the Action being challenged that causes him or her to be incapable of rendering an impartial judgment concerning the Grievance. The UGO shall select replacements for any members who excuse themselves.

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Each Hearing Committee scheduled to hear a Grievance shall select from its membership a Chair, who shall be a voting member of the Hearing Committee, preside over the Hearing, maintain orderly procedures, and supervise the preparation of the written Recommendation regarding the Grievance.

~~If a member of the Hearing Committee excuses himself or herself as described in Section K.10.2.g or is excused by the UGO due to a challenge for cause, he or she shall be replaced on the Hearing Committee by the next person of the same appointment classification in the rotation order. If the Chair of the Hearing Committee is replaced in this manner the new members of the Hearing Committee shall select a new Chair from among themselves. In the event that it is impossible to establish a full Hearing Committee from the membership of the Grievance Panel, each of the parties in the Grievance shall nominate two (2) persons for each vacant position, and the UGO shall name the replacements from among those nominees the UGO and either the Chair of Faculty Council or the Chair of the Administrative Professional Council, whichever has the same Employee Classification as the Grievant, shall jointly select the remaining members of the Hearing Committee, subject to further challenge for cause as provided in Section K.10.12.h.~~

## **K.12 University Grievance Officer**

### **K.12.1 Selection, Qualifications, and Term of the University Grievance Officer**

In October of the third year of the UGO's term of office, the chairs of the Grievance Panels shall jointly appoint a subcommittee of the Grievance Panel memberships, consisting of three (3) faculty members and three (3) administrative professionals, to provide nominations for a UGO to serve the next three-year term. In November, this subcommittee shall solicit nominations, and, in January, it shall recommend ~~two (2) or three (3)~~ qualified persons to the President through the Provost. The UGO shall be selected by the President, after consultation with the members of the subcommittee during the second week of February. The selection must be confirmed by a majority vote of those cast by the Faculty Council and a majority vote of those cast by the Administrative Professional Council in April, such confirmations being conducted separately. In the event that a majority vote of those cast is not attained by both the Faculty Council and the Administrative Professional Council, another candidate shall be proposed by the President. The UGO shall take office on July 1 following the vote and shall report to the Provost. The Provost shall keep the President informed regarding the activities of the UGO.

The UGO shall be a tenured, full-time member of the faculty with at least the rank of associate professor and shall have no administrative duties (see Section K.11.2) throughout the term of service. The term of office shall be three (3) consecutive one (1) year appointments. There is no limit to the number of terms a UGO may serve.

The UGO shall be evaluated annually. In February, the Executive Committee of Faculty Council and the Executive Committee of the Administrative Professional Council shall each send a written performance evaluation to the Provost. The Provost shall prepare the official evaluation of the UGO and submit it to the President ~~preceding~~ each year prior to the reappointment. The Provost shall also send a copy of this evaluation to the department head of the UGO for use in his or her annual evaluation. If the position of UGO becomes vacant before expiration of the term, the Grievance Panel shall recommend an interim appointment to the President, through the Provost, to serve until a confirmed UGO, selected the following February, takes office on July 1.

**K.12.2 Oversight of the University Grievance Officer** *(last revised August 2, 2013)*

The UGO shall be accountable to the Faculty and Administrative Professional Councils on matters pertaining to carrying out the responsibilities of the UGO. The UGO shall seek the ~~advise~~ advice of the Chairs of the Grievance Panels on procedural matters. The UGO shall report administratively to the Provost.

**K.12.3 Service of the University Grievance Officer**

The UGO shall be appointed part-time, depending upon the work load. The appointment fraction and associated funds shall be negotiated ~~at least annually~~ among the UGO, the Provost, and the UGO's department head and may be reviewed as necessary ~~during the year~~. Adequate secretarial and expense support shall be provided by the Office of the Provost.

**K.12.4 Duties of the University Grievance Officer** *(last revised May 8, 2015)*

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.

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- b. Coordinating and facilitating the activities of the Grievance Panels by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of ~~its~~ Hearing Committees, calling individuals to appear before ~~the~~ Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panels, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.
- h. Facilitating the conduct of Hearings ~~decision~~ pursuant to Section K and Section E.15.
- i. Preparing an annual report, ~~in consultation with the Chair of the Grievance Panel~~ each ~~June~~ December for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- j. Maintaining and updating the list of University Mediators (UMs).
- k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- l. Coordinating orientation and training of University Mediators and Grievance Panel members

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m. Assisting ~~the~~ Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO by ~~distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity~~ notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.

#### **K.12.5 Right to Extend Deadlines**

At his or her discretion, the UGO may extend any deadlines or timelines described in Section K and Section E.15. An individuals involved in these processes may submit to the UGO an objection to such an extension, and the UGO shall give such an objection serious consideration. However, the final decision regarding an extension rests with the UGO.

#### **K.12.56 Legal Advice**

At any time, the UGO may seek legal advice from the Office of General Counsel for the University. If the UGO determines that it is appropriate to seek legal advice from outside the Office of the General Counsel for the University, he or she may request that the Office of the General Counsel engage the services of an attorney from the Colorado Attorney General's Office to give legal advice to the UGO. If the UGO determines that it is necessary to seek legal advice from an attorney who is outside of the Office of the General Counsel and the Colorado Attorney General's Office, the UGO may make such a request to the Office of the General Counsel. Any such engagement must be approved by the Colorado Attorney General's Office. A denial by the Colorado Attorney General's Office of such a request is ~~not grievable~~ final.

#### **K.12.67 Temporary Special University Grievance Officer**

In the event of a conflict of interest by the UGO in a dispute, or in the event that the UGO becomes a Grievant or requests to be recused, the ~~Provost~~ President, after consultation with the chairs of the Grievance Panels ~~and the President~~, shall appoint a Temporary Special UGO for that dispute. The Temporary Special UGO shall have all the duties described herein of the UGO for the duration of the specific dispute for which he or she is appointed.

#### **K.13 University Mediators**

### **K.13.1 Qualifications of University Mediators**

The individuals nominated and recommended as UMs shall be presently employed or retired faculty members or administrative professionals who have the skills, credibility and commitment that would enable them to discharge their duties effectively as UMs. ~~A~~ ~~C~~ currently employed individuals shall obtain prior approval from their department head/supervisor. The UGO is not eligible to serve as a UM.

#### **K.13.1.1 Qualifications of University Mediators for Faculty**

Each UM for faculty members shall be a tenured, full-time faculty member with at least the rank of associate professor or a person a faculty member with a transitional or emeritus/emera appointment who previously held such ~~a rank~~ an appointment. He or she shall have no administrative duties (see Section K.11.2) throughout the term of service. ~~Within ten (10) working days of an appeal from the Grievant or a Hearing Committee decision that was not appealed, the Provost shall respond by providing to all parties to the Grievance and the UGO a written statement of the decision rendered with a summary of relevant evidence and the reasoning that sustains the decision.~~

#### **K.13.1.2 Qualifications of University Mediators for Administrative Professionals**

Each UM for administrative professionals shall be employed at least half-time (0.5) as an administrative professional at Colorado State University or, ~~if retired, shall have been employed by the University at least half time (0.5) as an administrative professional~~ a person who previously held such an appointment.

### **K.13.2 Selection, Terms, and Evaluation of University Mediators for Academic Faculty** *(last revised August 2, 2013)*

The Chair of Faculty Council and the Provost shall solicit nominations for faculty UMs ~~from the faculty members~~ prior to the end of each academic year. In consultation with the Executive Committee of Faculty Council ~~Executive Committee, the Council of Deans, and any other appropriate groups~~, the Chair of Faculty Council and the Provost shall jointly forward recommendations to the President. The President shall appoint at least two (2) faculty UMs for the upcoming year. The faculty UMs ~~for faculty members~~ shall take office on July 1 following their appointment by the President.



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University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Provost and the faculty member's ~~immediate supervisor~~ department head may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as ~~academic~~ faculty UMs may negotiate this change in effort distribution and/or workload with their ~~immediate supervisor~~ department head, to reflect their involvement in the ~~M~~mediation process.

The term of office for a faculty UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. ~~Each UM shall be evaluated annually. A faculty UM who has mediated one or more cases during the calendar year shall be evaluated the following February by the Executive Committee of Faculty Council, who shall send a written performance evaluation to the Provost. The Provost shall then prepare the official evaluation of the UM and submit it to the President prior to the reappointment of the UM. In February, the Executive Committee of Faculty Council who shall send a written performance evaluation to the Provost, and the Provost shall then prepare the official evaluation of the UM and submit it to the President preceding each reappointment.~~ If the need arises to appoint an additional UM during the academic year, the Chair of Faculty Council and the Provost shall recommend jointly an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

**K.13.3 Selection, Terms, and Evaluation of University Mediators for Administrative Professionals** *(last revised August 2, 2013)*

The Chair of the Administrative Professional Council and the Vice President for University Operations shall solicit nominations for administrative professional UMs ~~for administrative professionals~~ prior to the end of each academic year. In consultation with the Executive Committee of the Administrative Professional Council ~~and any other appropriate groups~~, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly forward recommendations to the President. The President shall appoint at least two (2) administrative professional UMs for the upcoming year. The administrative professional UMs ~~for administrative professionals~~ shall take office on July 1 following their appointment by the President.

University Mediators may be eligible to receive supplemental pay based on hours devoted to mediation activities. Moreover, the Vice President for University Operations and the administrative professional's immediate

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supervisor may choose to provide an adjustment in effort distribution and/or workload. In this case, individuals appointed as administrative professional UMs may negotiate this change in effort distribution and/or workload with their immediate supervisor to reflect their involvement in the ~~M~~mediation process.

The term of office for an administrative professional UM shall be three (3) consecutive one (1) year appointments on an at-will basis. There is no limit to the number of terms a UM may serve. An administrative professional University Mediators UM who have has mediated one or more cases during the calendar year shall be evaluated in that calendar year the following February by the Executive Committee of the Administrative Professional Council, who shall send a written performance evaluation to the Vice President for University Operations. The Vice President for University Operations shall then prepare the official evaluation of the UM and submit it to the President ~~preceding each~~ prior to the reappointment of the UM. If the need arises to appoint an additional UM during the academic year, the Chair of the Administrative Professional Council and the Vice President for University Operations shall jointly recommend an interim appointment to the President to serve until a new UM is selected and takes office the next July 1.

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~~K.14 Key Time Limits Within the Mediation and Grievance Processes~~

Action		Maximum Number of Working Days
(a)	<del>Action discovered</del>	
(b)	<del>Submission of written claim to UGO</del>	<del>20 days after (a)</del>
(c)	<del>Appointment of University Mediator (UM)</del>	<del>5 days after (b)</del>
(d)	<del>Decision by UM whether to attempt mediation</del>	<del>10 days after (c)</del>
(e)	<del>Mediation Period</del>	<del>20 days after (d)</del>
(f)	<del>Submission of written Grievance Complaint</del>	<del>5 days after (d) and (e)</del>
(g)	<del>Written Response from Responsible Administrator</del>	<del>5 days after (f)</del>
(h)	<del>Form Hearing Committee and begin Hearing</del>	<del>10 days after (f)</del>
(i)	<del>Conclude Hearing</del>	<del>10 days after (h)</del>
(j)	<del>Recommendation of Hearing Committee</del>	<del>10 days after (i)</del>
(k)	<del>Notification of Recommendation by UGO</del>	<del>2 days after (j)</del>
(l)	<del>Appeal of Hearing Committee Recommendation</del>	<del>5 days after (k)</del>
(m)	<del>Review by Provost</del>	<del>10 days after (k) and (l)</del>
(n)	<del>Appeal of Provost Recommendation</del>	<del>5 days after (m)</del>
(o)	<del>Review by President</del>	<del>20 days after (n)</del>

<sup>1</sup> The term “~~personal~~ personnel file” refers to information collected because of the employer-employee relationship, and it does not necessarily refer to a single physical file. In order for information to be part of the personnel file, there must be a reasonable expectation that such information will be kept private. Information in the personnel file is generally not made available for public inspection, but it is available to the individual and to his or her supervisors.

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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2018-2019 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Biology (BS)
- Biology (MS)
- Engineering (BSE)
- Engineering (MS)
- English (BA)
- English (MA)
- History (BA/BS)
- Industrial Engineering (BSIE)
- Industrial & Systems Engineering (MS)
- Psychology (BA/BS)
- Social Work (BSW)

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

The list above is in accordance with the established review schedule for 2018-2019 through 2023-2024 on the next page, and approved by the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board). Each program is reviewed by the University once every five to seven years. As appropriate, the internal review is scheduled to correspond with their disciplinary accreditation review. Should any requests to delay 2018-19 University program review be submitted, the CAP Board will respond to them in September and make recommendation to the President.

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**CSU-Pueblo  
 Program Review Calendar**

2018-2019	CEEPS: Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS) CHASS: English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW) CSM: Biology (BS), Biology (MS)
2019-2020	CHASS: Art (BA/BFA), Foreign Languages (Spanish BA), Music (BA) CSM: Physics (BS) HSB: Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)
2020-2021	CEEPS: Athletic Training (BS), Nursing (BSN), Nursing (MS) CHASS: Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS: Liberal Studies (BS), Education (MEd) CHASS: History (MA) CSM: Mathematics (BA/BS), Chemistry (BS), Chemistry (MS), Biochemistry (MS)
2022-2023	CEEPS: Automotive Industry Management (BS), Exercise Science and Health Promotion (BS) CHASS: Political Science (BA/BS), Social Science (BA/BS) CSM: Wildlife and Natural Resources (BS)
2023-2024	CEEPS: Civil Engineering Technology (BSCET), Construction Management (BS) CHASS: English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW) CSM: Biology (BS) & Biology (MS)

**Abbreviations:**

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

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MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2018-2019.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

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

CSU-Pueblo anticipates that approximately 740 undergraduate degrees and 90 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2018, fall 2018, and spring 2019). The table below provides detail on bachelor's and master's degrees awarded in summer 2017, fall 2017 and spring 2018; it also provides the related averages between spring 2012 and fall 2017. In addition, one posthumous degree (bachelor's degree for Social Work) was awarded in spring 2018.

	AY2017-2018 # Bachelor's awarded	AY2017-2018 # Master's awarded	Sp2012-Fa2017 Bachelor's average	Sp2012-Fa2017 Master's average
Summer	128	48	167	31
Fall	158	35	177	31
Spring	457	50	461	43

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MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2018-2019 Academic Year.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global  
Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2018-2019 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

# Section 16

## *Meeting Evaluation*

This section intentionally left blank








# 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 07/18/2018	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. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1, 2, 3, underway-- (Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area is Substantially Complete. Entire project approximately 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.	
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 I--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	

Project	Bonds/Funding		Occupancy	Status as of July 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. Drywall and MEP on all levels. Research Horse Barn steel structure underway. Project is approximately 85% 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. University Ave pavers and landscaping underway. Furniture move in and punch list proceeding. Project is approximately 93% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2018
<p>Richardson Design Center</p> <p>Total Budget: \$19,100,000</p>	<p>\$8,000,000-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. Exterior enclosure starting, MEP rough-in complete. Project is approximately 66% complete and is on schedule.</p>
<p>JBS Global Food Innovation Center in Honor of Gary &amp; 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 masonry and window install underway. MEP rough-in complete. Exterior enclosure nearing completion. Project is approximately 66% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2018
<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. Exterior masonry, window installation and MEP rough-in underway. Project is approximately 66% complete.</p>
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$43,200,000</p>	<p>\$34,200,000-state funds</p> <p>\$9,000,000-bond funds</p>			<p>This project will completely revitalize the Shepardson Building and add approximately 48,000 gsf of auditorium, classroom and laboratory space. The project has requested state funding in two phases, and the first phase funding (\$4,527,233) was approved for FY 18-19. RFP for Design Build GMP procurement is being drafted.</p>

# APPENDIX II

## *Correspondence*

<b>CSUS Board of Governors Correspondence Received</b>				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
5-2-18	Email	Charles Cambridge	Gray Brothers	5-10-18
5-3-18	Email	Richard Jon Rock	Gray Brothers	5-10-18
5-5-18	Email	Georgia Bihl	Gray Brothers	5-10-18
5-8-18	Email	Carol Gronfor	Gray Brothers	5-10-18
5-8-18	Email	Brett Koplin	Gray Brothers	5-10-18
6-1-18	Email	Anonymous CSU- Global Faculty	Provost Position	6-1-18
7-30-18	Email	Joe G	Reaching out to congress	8-2-18
8-1-18	Email	Joe G	Reaching out to Congress	8-2-18



**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Thursday, May 10, 2018 6:08 PM  
**To:** charlescambridge@yahoo.com  
**Subject:** RE: Racism at CSU

Dear Mr. Cambridge,

I am responding on behalf of Chancellor Frank, and I apologize for the delay in our reply. The police report, as well as video of the police interaction, a recording of the 911 call, and President Frank's message to campus on this incident are all available at <https://safety.colostate.edu/>.

Thank you,

Cara Neth  
Director, Presidential and Administrative Communications  
Office of the President

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**From:** Charles Cambridge <  
**Sent:** Wednesday, May 2, 2018 10:13 PM  
**To:** chancellor <[chancellor@colostate.edu](mailto:chancellor@colostate.edu)>  
**Subject:** Racism at CSU

Dear Sir:

If allowed, I would like to obtain a copy of the CSU police report concerning the Denver Post story: [Colorado State University investigates after two Native American men are pulled off tour after nervous parent calls cops](#)

Thank you,

Charles Cambridge, PhD  
Boulder

Sent from [Mail](#) for Windows 10

**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Thursday, May 10, 2018 6:16 PM  
**To:** richard.rock@csuglobal.edu  
**Cc:** Becky Takeda-Tinker  
**Subject:** FW: Concern over treatment of Native American prospective students  
**Attachments:** Tony Frank message to campus May 4 2018.pdf

Dear Mr. Rock,

Thank you for sharing your perspective as an alum -- it's sincerely appreciated. Given the volume of emails received on this incident, I am responding on behalf of Chancellor Frank, but I want to assure you he is reading all messages received.

I have attached his email to the University community from last Friday for more information. We have reached out directly to the family of the young men, and to date, they have not chosen to accept our calls. Their mother has expressed to the media that she is just not at a point where she wants to do this, and we want to be respectful of the family's right to engage or not engage with us. Should they welcome our involvement at some point, we would very much like to speak with them about how we might best support the young men's academic and life goals. We share your serious concerns about their experience on our campus and its impact.

We also are talking with our own faculty, staff and students -- and have sought out external stakeholders for consultation and discussion -- about improving the environment and access for Native American students here at CSU and at other campuses across the country and ensuring Native students are made to feel they belong and that they, like any student, can realize their full potential by pursuing a college degree. These conversations are designed to help us outline a productive and tangible way forward, as you recommend, following this sad and upsetting incident.

Again, thanks for weighing in -- best wishes.

Cara Neth  
 Director, Presidential and Administrative Communications Office of the President

-----Original Message-----

**From:** RICHARD JON ROCK  
**Sent:** Thursday, May 3, 2018 7:29 PM  
**To:** chancellor <chancellor@colostate.edu>  
**Cc:** Becky.Takeda-Tinker@csuglobal.org  
**Subject:** Concern over treatment of Native American prospective students

Dr. Frank,

I am a Colorado State alum writing to express my concern over the treatment of recent prospective students during their recent campus tour. I realize the University is attempting to apologize—however, I would encourage the University to make a more tangible statement. Specifically, the recent dialogue between Starbucks CEO and the two African-American men who were similarly harassed by police (because of the racial stereotyping of a third party) demonstrate a productive and tangible way forward.

I recommend a similar gesture. Nothing would make me more proud to be an alum. Given the recent spate of overtly racist behavior, and the wider erosion of civil rights for people of color, gestures matter. Perhaps a grant or small

scholarship? Perhaps a one-on-one meeting with CSU system leadership to understand the prospective student's experience and needs?

Thank you for your time.

Kind regards,

Richard Rock

**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Thursday, May 10, 2018 6:23 PM  
**To:** grbihr@comcast.net  
**Subject:** RE: the two Native American students  
**Attachments:** Tony Frank message to campus May 4 2018.pdf

Dear Ms. Bihr,

Thank you for your message. Given the volume of emails received on this incident, I am responding on behalf of Chancellor Frank, but I want to assure you he is reading all messages received.

I have attached his email to the University community from last Friday for more information, but suffice it to say that he and CSU agree with you about the seriousness of this issue and the importance of strongly addressing an incident like this as a University. Among many other actions, we are talking with our own faculty, staff and students -- and have sought out external stakeholders for consultation and discussion -- about improving the environment and access for Native American students here at CSU and at other campuses across the country and ensuring Native students are made to feel they belong and that they, like any student, can realize their full potential by pursuing a college degree. We are committing to identifying a productive and tangible way forward, as you recommend, following this sad and upsetting incident.

Of course, we have also reached out directly to the family of the young men, and to date, they have not chosen to accept our calls. Their mother has expressed to the media that she is just not at a point where she wants to do this, and we want to be respectful of the family's right to engage or not engage with us. Should they welcome our involvement at some point, we would very much like to speak with them about how we might best support the young men's academic and life goals. We share your serious concerns about their experience on our campus and its impact.

Thank you for weighing in, and best wishes.

Cara Neth  
Director, Presidential and Administrative Communications Office of the President

-----Original Message-----

From: grbihr@comcast.net <>  
Sent: Saturday, May 5, 2018 12:08 PM  
To: chancellor <chancellor@colostate.edu>  
Cc: Nikki Menard <wakinyan2@gmail.com>  
Subject: the two Native American students

Dear Chancellor Frank

I am writing to express my dismay regarding the treatment of the two Native American young men during the recent new student orientation tour. I do not know if the police involved in this incident were campus police or from the City of Fort Collins but believe that this took place on CSU property and therefore falls under your jurisdiction.

I cannot believe that the staff at CSU would react in such a disrespectful and racist manner. It is also hard for me to comprehend that the discomfort of a parent supersedes the rights of the students to tour the campus regardless of the color of the skin or manner of dress of others in the group.

If the woman who made the call to the police was uncomfortable, she is the one who should have been asked to step aside. I also believe that CSU is probably not the best choice for her adolescent. Sheltered youth can benefit from being exposed to diversity but not at the expense of those who fall outside of their sheltered norm.

I believe that this incident exemplifies the disparity and prejudice that is rampant in the U.S. today.....and I feel very strongly that Colorado State University has the responsibility to immediately address incidents when they are taking place. And after this incident, cultural and racial sensitivity should become a mandatory part of the new student orientation package.

Reimbursement for travel expenses and a private campus tour cannot erase the memories of this incident for these two young men. The hurt and humiliation they were subjected to will be forever etched in their minds.

Georgia R Bihl  
509 Big Horn Drive  
Estes Park, Colorado 80517

**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Thursday, May 10, 2018 5:52 PM  
**To:** cgron4@gmail.com  
**Cc:** Nelson, Tiana  
**Subject:** RE: The Colorado State University's response to the Gray brothers  
**Attachments:** Tony Frank message to campus May 4 2018.pdf

Dear Ms. Gronfor,

Thank you for your message, and I am glad to respond on behalf of Chancellor Frank and Colorado State University. I have also attached Dr. Frank's communication to campus on this incident, which addresses many of the points you raise. We have reached out directly to the family of the young men, and they have not yet chosen to accept our calls. Their mother has expressed to the media that she is just not at a point where she wants to do this, and we want to be respectful of the family's right to engage or not engage with us. Should they welcome our involvement at some point, we would very much like to speak with them about how we might best support the young men's academic and life goals. We share your serious concerns about their experience on our campus and its impact, and we absolutely agree with you that bureaucracy should never be an excuse to avoid doing the right thing.

Thank you for your concern and the chance to respond.

Cara Neth

Director, Presidential and Administrative Communications

Office of the President

Begin forwarded message:

**From:** "Geary, Melanie" <[Melanie.Geary@colostate.edu](mailto:Melanie.Geary@colostate.edu)>  
**Date:** May 8, 2018 at 8:55:10 AM MDT  
**To:** "Frank, Tony" <[tony.Frank@ColoState.EDU](mailto:tony.Frank@ColoState.EDU)>, "Parsons, Amy" <[Amy.Parsons@ColoState.EDU](mailto:Amy.Parsons@ColoState.EDU)>, "Johnson, Jason" <[Jason.Johnson@colostate.edu](mailto:Jason.Johnson@colostate.edu)>, "Neth, Cara" <[Cara.Neth@ColoState.EDU](mailto:Cara.Neth@ColoState.EDU)>  
**Subject:** FW: The Colorado State University's response to the Gray brothers

Another one that was sent to clutter.

**From:** Carol Gronfor <>  
**Sent:** Saturday, May 5, 2018 9:10 AM  
**To:** Miranda, Rick <[Rick.Miranda@ColoState.EDU](mailto:Rick.Miranda@ColoState.EDU)>; chancellor <[chancellor@colostate.edu](mailto:chancellor@colostate.edu)>; Nelson, Tiana <[Christiana.Nelson@colostate.edu](mailto:Christiana.Nelson@colostate.edu)>  
**Subject:** The Colorado State University's response to the Gray brothers

Hello,

I was moved to write your office after reading an article in the BBC World News about the Colorado State University's police removal of the Gray brothers from a campus tour. Unfortunately, the single incident of prejudice on your campus against these two Native American young adults has magnified the racism that is prevalent across the U.S. to an international audience. Correspondingly, the high-profile status of this story will amplify the impact of any actions your university's leadership take to rectify the situation.

As your actions have the potential to reflect internationally on our nation's commitment for all students to have equal access to an education, I ask your university to go beyond the current popular response of many institutions when faced with these types of situations. Do not simply host community forums, implicit bias training, or carefully crafted apologies. Colorado State University can serve as a leader among land grant institutions charged with serving all students, regardless of race, income, and cultural identity, by offering concrete and direct retributions to the Gray brothers for your actions.

Colorado State University can and should offer these young men more than words. Provide the Gray brothers full ride scholarships while they complete their bachelor's degrees. Publicly announce your intention to do so with the national and international press.

As a mother of a current high school student exploring careers and college options, I know how impressionable (and vulnerable) youth and young adults can be to messages about their individual potential. For an institution that meets thousands of young adults every year, it would be easy to overlook the personal impact of a single negative experience on these young men while visiting your campus. I can see how your leadership could get swept away by discussions of policies and procedures, or administrative systems. However, the issue at hand is simply Colorado State University's responsibility to respect every individual.

There can be no doubt that Colorado State University negatively impacted the Gray brothers' search for a career and college. The appropriate response is to swiftly offer compensation directly to the individuals harmed by your university's actions. A placid or vague statement about your university's commitment to diversity is not enough. Extending an invitation for the Gray Brothers to attend your university free of charge demonstrates a commitment to end the racial bias widespread within our public universities.

Do not allow excuses of bureaucracy to prevent this action; the university can find appropriate resources if your leadership has a sincere desire to solve the problem.

Sincerely,

Carol Gronfor

**From:** Miranda,Rick  
**Sent:** Wednesday, May 9, 2018 3:50 PM  
**To:** [bkoplin38@charter.net](mailto:bkoplin38@charter.net)  
**Subject:** FW: Native applicants at CSU

Dr Koplin, thank you for writing, and for your concern. I attach a recent letter from our President, Tony Frank, who wrote to the campus community late last week on this matter, for your information.

- Rick M

Rick Miranda  
Provost and Executive Vice President  
Colorado State University

**From:** Brett Koplin <[bkoplin38@charter.net](mailto:bkoplin38@charter.net)>  
**Sent:** Tuesday, May 08, 2018 7:17 PM  
**To:** Provost Office <[provost\\_office@Mail.Colostate.edu](mailto:provost_office@Mail.Colostate.edu)>  
**Subject:** Native applicants at CSU

Hello I'm writing as a Native American , I obtained my undergraduate degree a bachelor of mathematics from the institute of technology at the University of Minnesota and my medical degree from Mayo Medical School, I am an enrolled member of the Rosebud Sioux tribe of South Dakota , I am a board certified Child and Adolescent Psychiatrist and I am sickened by your treatment of Native American applicants at CSU. I think CSU needs to take a close look at your policies of racial profiling and I'm saddened as how damaging this can be to the egos and reinforcing negative internal narratives of our young Native people. And not just the poor youths that were mistreated but the many other Native youths that will hear of this and generalize to how unwelcoming colleges can be. NONE of my children will ever attend your undergraduate or graduate schools ....with this treatment of our Native youth!

Brett Koplin MD

[6343 Granite Drive NW](#)

[Rochester Mn 55901](#)

[507-272-5995](#)

Sent from my iPhone



CSU-Global's responses are as follows:

Dear Members of the Board,

We are faculty members at Colorado State University - Global Campus. We are writing you in the hopes that you can intervene in the current search for a new provost. The current search is not transparent or fair. No email or notification has been made to faculty. A national search for senior level position has not been made. We are not aware of any advertisements for this position.

- The job posting for the Provost position was listed both internally and externally on May 8, 2018, in a process consistent with all other position listings. The Provost job listing is scheduled to be open for a minimum of 30 days. All faculty members have access to internal and external job postings.
- The Provost position was also listed on Indeed.com as part of a national search for candidates.
- An announcement was sent to all faculty to communicate the departure of the current provost and to announce the search for a new provost on May 11, 2018.
- An email was sent to all faculty on May 30, 2018 announcing an open session for questions and answers of provost candidates. This email also solicited questions to be presented to candidates from all faculty members.
- A weekly faculty announcement was sent on June 1, 2018 reiterating that a search for a new provost is in progress.
- The first open-session for question and answers has been scheduled on June 8, 2018 for all faculty members to participate in reviewing qualified candidates for the Provost position.

The current interim Provost Karen Ferguson was recently appointed by Becky Tinker and this is a trend that has gone on now for a few years. As faculty members we are aware that Karen Ferguson has received special treatment and has been promoted through the ranks to interim provost without proper searches occurring throughout the process. She was an adjunct instructor 3 years ago and has only been in a given role for less than year. 1 year as Dean, 1 year as assistant provost, 1 year as Associate provost and now she was appointed as Interim Provost, all without a transparent hiring process.

- Karen Ferguson currently serves as the Vice Provost for CSU-Global and was appointed as the interim Provost for the duration of the search for a new Provost.
- Karen Ferguson was hired as the Assistant Provost in March, 2016 in accordance with the CSU-Global's Professional Vacancy Search policy. She was selected by a hiring committee that included faculty, from pool of qualified candidates. Subsequent modifications to Karen Ferguson's role were the result of the assignment of additional responsibilities and were made in accordance with university policy.

We feel this is not a transparent process and demand an investigation of hiring practices at CSU Global Campus. We don't feel that any type of diversity is evident in hiring practices. All the members of the senior administration are for the most part white women, there are no African Americans represented. We do not think the President is neutral in her hiring practices rather she has strong biases. We feel she is promoting her own hand chosen administrators rather than promoting diversity and a fair process.

- CSU-Global is an equal opportunity employer and all job descriptions, and university policies, clearly describe a commitment to fairness and diversity of hiring.
- All professional vacancies are filled in accordance with university policy and selections are made by committee based on best qualifications as required in the job description.
- Academic leaders at CSU-Global include 52% women and 19% African-American administrators.

The selection process for Provost at CSU-Global is articulated in the publicly posted job description as follows:

1. HR confirmation of resume accuracy and then screening for qualification criteria from publicly-accessible sites
2. HR conducts Zoom [virtual] screening with scoring sheet
3. One- hour Faculty Meet & Greet - all faculty invited to participate in a moderated session with questions solicited in advance and then taken off-the-floor if time allows
4. Live/Zoom interview with Hiring Committee and interview scoring sheets
5. Scheduled live, in-person interview with presentation of Assessment project in front of Hiring Committee with scoring sheets
6. Background check and reference checks

Furthermore, it seems as though the Former Provost Jon Bellum was either kicked out or moved over to the shell company BCI that is operating by CSU Global. Until recently, Becky Tinker was both the CEO for BCI and also the President of CSU Global. This is a conflict of interest as the company provides services directly to Colorado State University.

- Beyond Campus Innovation is a separate and private entity wholly-owned by the CSU System Foundation.
- Jon Bellum was selected to become President of (BCI) in May 2108 after a 9-month competitive selection process.
- Becky Takeda-Tinker was appointed by the CSU Board of Governors and the CSU System Foundation Board to provide oversight over BCI on an interim basis. Any potential conflicts of interest have been reviewed and mitigated.

At last year's graduation she openly admitted she dropped the ball, wasn't able to focus on her job because she was managing BCI as well and the University did not make enrollment numbers. That was the first time in years that faculty did not receive a bonus.

- There were no such comments made at the CSU-Global's graduation ceremony in 2017. CSU-Global continues a pattern of measurable yearly growth and provides exceptional educational value to residents of the State of Colorado and beyond in accordance with its mission.

We look forward to your reply. We will be sending a copy of our complaint to the Denver Post as well. The public demands accountability. No government entity should be allowed to operate in the dark without accountability. In the interim we would like to see all CV's for candidates who have apparently applied for the position? we would also like for everyone at CSU Global to be aware of who the search committee members are, and to ensure there is diverse representation. Also the position should be posted for all members of CSU Global so that qualified candidates can be considered.

CSU-Global is committed to diversity and fills all open positions in a fair, transparent, and non-discriminatory manner. The search for a new Provost has been announced both internally and externally and has been communicated to all faculty at CSU-Global. Faculty members play a critical role in the selection process and have both the opportunity to apply for the Provost position or participate in the review of candidates.

Thank you

CSU Global Faculty

**Geary, Melanie**

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**From:** CSUS Board  
**Sent:** Thursday, August 2, 2018 10:50 AM  
**To:** Joe G  
**Subject:** RE:

Thank you for your interest in the CSU System. Your correspondence will be shared with the Board of Governors at their next meeting.

Best regards,  
 Melanie

Office of the Board of Governors



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

1-970-491-1000 • 1-800-441-6262 • 1-800-441-6262 • 1-800-441-6262

-----Original Message-----

**From:** Joe G <joe0494@yahoo.com>  
**Sent:** Monday, July 30, 2018 5:30 PM  
**To:** CSUS Board <csus\_board@Mail.Colostate.edu>; joe0494@yahoo.com  
**Subject:**

From Palisades to Fort Collins, and how has my family grown. Let's treat everyone as our sister, brother, or mother, and do unto others as we'd want done unto us. An awakening I've had in my life, and gone from darkness to light. There's a lot of love, and talent in these hills, in all kinds of ways. Songs, and wisdom, and people that want to be heard. Let's value sobriety, sensitivity, humility, repentance, and sacrifice or work to the Lord. And as we wake up in the morning, let's see direction from the angels of heaven. Beautiful, cherished, adored, are all words to describe us. And we will sing, and be heard, all through these hills.

Singer-songwriters are musicians that can write lyrics, write musical chords, play instruments, and sing. If one were to assume what singer-songwriters were, one might think they are singers and/or songwriters. If a music website were to add a link 'singer-songwriters', and have a way to submit music, it may only attract singer-songwriters that have music to share. A radio station with one persons' songs may not be as entertaining as hearing many different songs.

US departments have committees of congress members, and state departments have committees of state representatives. Some may be unaware, and see congress as one group, or state as one group, with two parties. Cities have a city council. Counties have a board of commissioners.

A city may select leaders to run different departments. Rather than hearing feedback from one leader, it could be better to hear feedback from more than one person. Also, the leader wouldn't feel as responsible to decide what feedback to share with city council, or be concerned they may become a bother to city council. Rather than requiring a person to seek out city council, there could be city council information on all city department websites, even for departments that also have a board.

Federal and state may want to educate the public more about committees, and add links from department websites. This may attract quality feedback from people with something to say. This may also bring more confidence in decisions, and maybe leadership would feel less responsible to come up with their own solutions. Committee members may all be able to contribute differently, based on their education and interests.

To reach congress members on federal committees of US departments, one must be in a congress member's district. Suggest that anyone can write committee members from congress members' house.gov pages.

Federal committees <https://www.congress.gov/committees>

Write a congress member in your district <https://www.house.gov/representatives/find-your-representative>

**From:** [CSUS Board](#)  
**To:** [Joe G](#)  
**Subject:** RE:  
**Date:** Thursday, August 2, 2018 10:49:00 AM  
**Attachments:** [image001.png](#)

---

Thank you for your interest in the CSU System. Your correspondence will be shared with the Board of Governors at their next meeting.

Best regards,  
Melanie

Office of the Board of Governors



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

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

-----Original Message-----

From: Joe G <joe0494@yahoo.com>  
Sent: Wednesday, August 1, 2018 10:28 AM  
To: CSUS Board <csus\_board@Mail.Colostate.edu>; Joe G <joe0494@yahoo.com>  
Subject:

Suggest for all countries to ban cocaine, heroin, and opioids. Suggest for all countries have reachable committees for federal departments. Suggest for US congress members on federal committees to allow feedback from any district, or zip code from congress members' house.gov pages. Suggest for federal and state committees, city council and county board of commissioners, to be added to department websites for more feedback.

Federal committees <https://www.congress.gov/committees>

Write a congress member in your district <https://house.gov/representatives/find>

# APPENDIX III

*Higher Ed Readings*

### **Nebraska's ouster opens a painful debate within the AAU**

*The Chronicle of Higher Education; 5/2/2011*

When the University of Nebraska at Lincoln was kicked out of the Association of American Universities by two votes in 2011, it opened up a debate about the role of the AAU that hasn't yet been put to rest. The AAU's membership criteria focuses primarily on an institution's amount of competitive research funds and its share of faculty members who belong to the National Academies, although faculty awards and citations are also taken into account. In the early 2000s, there was a push within the AAU to take a more quantified approach, with more emphasis on a rankings methodology; this numbers-based approach is a large part of what led to the ouster of Nebraska. As a land-grant institution, Nebraska gets a large share of research dollars through formulas and earmarks for agriculture, which isn't given the same weight by the AAU as peer-reviewed grants. Nebraska is also a larger institution, so the AAU process of normalization – dividing total research dollars by the number of faculty members – also hurt it.

### **Teens' CSU tour experience highlights a campus reality for Native Americans**

*Colorado Public Radio; 5/13/2018*

The Gray brothers' experience – pulled off a CSU tour and questioned by campus police in April – is an extreme example of the isolation many Native American students feel on college campuses. Native Americans comprise only one percent of U.S. college students and half who enroll in a four-year program do not finish. This lack of representation contributes to a lack of understanding about Native American norms and values, like avoiding eye contact with elders as a sign of respect and the value placed on remaining quiet and listening – both of which were cited as reasons for the 911 caller's concern. Experiences like this create a perpetuating loop that acts as a factor in low Native American matriculation rates.

### **The college-graduation problem all states have**

*The Atlantic; 6/18/18*

While the percentage of Americans aged 25-34 with an associate's degree or higher rose by 7.4 percent between 2007 and 2017, the attainment data still shows large discrepancies. While 47 percent of white adults have a degree, only 31 percent of black adults and 23 percent of Latino adults can say the same. White adults are more likely to have a degree than their minority counterparts in every single state. More than 40 of these states have outlined goals to close this attainment gap, and possible steps to achieve these goals include diverting resources to campuses serving minority students (HBCs and HSIs) and assisting groups of students with very specific needs.

### **Americans still believe in higher ed's 'public good'**

*Inside Higher Ed; 7/17/2018*

A study conducted by researchers at Columbia University's Teachers College (part of a larger project examining the views of 3,000 adults on topics such as education, health, and psychology) found that a plurality of Americans continue to support government funding of higher education and recognize the role that higher education plays in society, beyond individual ROI. Three-quarters of respondents said public funding was either an "excellent" or "good" investment, and



about half supported an increase in government spending – even with the qualifier that much higher spending could require a tax increase. Additionally, when asked specifically how much higher education contributes to society in five distinct categories (scientific advances that benefit American society; graduates’ personal enrichment and growth; America’s national prosperity and development; graduates’ wealth and success; and graduates’ civic participation) over half of respondents answered “a lot” or “some” for every category.

### **Who lives in education deserts? More people than you think**

*The Chronicle of Higher Education; 7/17/2018*

The Chronicle defines an education desert as being 60 minutes or more away from a two- or four-year public college. According to a recent analysis, 11.2 million adults (3.5 percent of the adult population) in the United States live in education deserts. These communities are predominantly rural and located in the West. They are also majority white – over three-fourths white – although a history of forced migration has left almost 30 percent of Native Americans in an education desert. The ability to study close to home and family is most crucial for the “nontraditional” student – currently one in four undergraduate students are considered nontraditional – and while it’s hard to determine correlation vs. causation, median households in education deserts are lower than non-deserts, and residents of deserts are more likely to live in poverty. Easier transfer requirements, partnerships between public colleges and selective colleges in underserved areas, more aggressive rural recruitment, shuttle services, more government money to rural institutions, and expanded access to affordable broadband in rural areas are all ways to ease the burden of distance.

### **Todos Santos Center May newsletter**

Check out the latest news and stories from the CSU Todos Santos Center!

### **National Western Center July newsletter**

Check out the latest happenings at the National Western Center!

**Nebraska's ouster opens a painful debate within the AAU**  
*The Chronicle of Higher Education*

In the end, the University of Nebraska at Lincoln lost its bid to remain in the exclusive Association of American Universities by just two votes.

Nebraska's chancellor, Harvey Perlman, learned the institution's fate on April 26 after an angry, isolating month in which he had fought to keep it in the association. A two-thirds majority was needed to remove Nebraska, and 44 ended up voting against the institution during a balloting period that was extended to solicit votes from as many members as possible.

Three days later, on April 29, Mr. Perlman sent an e-mail to the Lincoln campus announcing the result: that after 102 years, the flagship university was out of the association that represents 62 of the most prestigious research universities in the United States and Canada.

"There was really nothing more you could have accomplished to forestall this result," Mr. Perlman wrote in the e-mail to the campus.

Though two member institutions had left on their own before, the association had never voted to throw out a member. The unprecedented move was fraught with intrigue and politics not typical of staid and collegial academic associations, say several presidents in the AAU with knowledge of the process who asked not to be named because of the group's confidential proceedings.

"There were a lot of people who didn't want them disassociated," said one public-university president. "I don't think you'll see another vote anytime soon on eliminating a member. The wounds are too great over this episode. I anticipate a lot of future debate over the criteria."

The AAU's two-phase [membership criteria](#) focus primarily on an institution's amount of competitive research funds and its share of faculty members who belong to the National Academies. Faculty awards and citations are also taken into account.

Presidents say that in recent years discussions about membership in the association have become much more quantified, with an increasing emphasis on a rankings methodology developed by the membership committee and senior AAU staff. Last April the association as a whole adopted revised criteria that compared AAU institutions with nonmembers on research dollars and eliminated the assumption that current members would automatically continue on.

"It was very clear that the easiest path to scoring high on the criteria is to have large medical schools or large science and engineering faculties," said Nancy Cantor, chancellor of Syracuse University, which was reviewed along with Nebraska and has decided to leave the AAU voluntarily in the coming months (*see a [related article](#)*).

The membership committee was responsible for drafting the new criteria, and presidents who recall last spring's meeting said there was little discussion of the new method among the full

membership before it was adopted. "Many of us didn't realize the full impact of that new criteria," Ms. Cantor said.

Another university leader said that, given that the association is made up of presidents who regularly criticize university rankings, "there's concern by some of us that too many membership decisions are being made purely by the numbers."

"That's why this vote [on Nebraska] was so divided," said the president, who leads a private institution. "I think that it shows the membership itself is divided about what it means to be a top research university."

But with so many rising research institutions knocking at the door of the AAU and other established research powerhouses wondering why they are not members, one camp of presidents within the association believe that numbers should drive decisions to bring credibility to the process. In an [analysis](#) conducted last year by *The Chronicle*, several non-AAU members outpaced current AAU members in federal research dollars.

"The greatest debates within AAU tend to be reserved for who is in and who isn't in," said the public-university president.

A year ago, the AAU invited its first new member in nearly a decade, the Georgia Institute of Technology. Some presidents don't want the group to get too big, and so as it adds members, they believe those at the bottom of the rankings should be pruned.

"At 100 members, it's no longer a private group," said another public-university president. "The advantage of this association, compared to others in higher ed, is that we're all supposed to be alike. If that's no longer the case, then we lose the benefits of membership"

The AAU has a reputation as a private club, and all of its meetings are closed to the news media. Nebraska, not the AAU, announced the results of this membership vote.

On Friday afternoon, the association's president, Robert M. Berdahl, released a statement through the group's spokesman: "The University of Nebraska is a fine institution and has been a valued member of AAU since 1909. This process has been difficult and, frankly, painful, for the association and its members. The association followed its policy and process in conducting this review and in carrying out this decision."

### **'Strong Forces Against' Nebraska**

The vote on Nebraska began at an association meeting at the Four Seasons here, on April 10. That Sunday evening, as AAU presidents prepared for a reception, Mr. Perlman learned that the group's Executive Committee had voted 9 to 1 to end the relationship. Now the question would go to the full membership for a vote.

"By this time, I'm reasonably certain that there are strong forces against the University of Nebraska, and I guess I was angry," Mr. Perlman recalled in an interview on Saturday.

Over the next day and a half, Mr. Perlman became increasingly isolated from an elite club whose majority would ultimately secure his institution's banishment. Feeling sucker-punched, Mr. Perlman skipped the reception at the posh hotel in Georgetown. While presidents sipped cocktails between 7 and 9 in the evening, ballots were slipped under their doors, along with a 44-page four-color report prepared by Nebraska officials touting the university's accomplishments of the past decade.

Although the process had dragged on since the review of Nebraska began in February, remarkably few presidents in the association knew of Nebraska's precarious status until they returned to their rooms to find the ballots.

"There were many of my friends in the AAU who came to me Monday morning and said, 'What the hell is going on? This is amazing,'" Mr. Perlman said.

Mr. Perlman says he engaged in some limited lobbying of presidents in hotel hallways, but his final push came the afternoon of April 11 in a 20-minute presentation before the full membership of the AAU. He was then excused from the meeting, as his peers deliberated in a closed executive session.

At 6 p.m. that evening, the presidents were bused off to dinner. Mr. Perlman did not accompany them, opting instead to dine alone.

Mr. Perlman said he was fully aware the review would be personally and professionally difficult, but it was a battle he thought worth waging, even though, he said, Mr. Berdahl had hinted early on that Nebraska could avoid all the messiness by simply stepping away from the AAU voluntarily.

"It might have been better for my faculty and my institution if I had quietly slipped out the back door," he said in retrospect. "But I think that would have diminished the accomplishments we've made and the quality of our institution. I wasn't going to do that."

AAU leaders asked that the ballots be cast before the presidents left town on April 12. Ballots were sent to those presidents who didn't attend the meeting the next day, and all ballots were due by April 18.

The April 18 deadline for votes apparently caused some confusion among several presidents. Those who talked with *The Chronicle* said it was clear that April 18 was the day ballots would be counted. But AAU officials told Mr. Perlman that April 18 was the deadline for ballots to be *postmarked*, according to an e-mail exchange between the chancellor and Mr. Berdahl, which was released with [other documents](#) on Friday by Nebraska at the request of *The Chronicle*.

When April 21 arrived and the AAU still hadn't heard from several presidents, the association e-mailed them, asking them to vote by overnight mail or indicate they didn't intend to vote.

"We have established no hard deadline after which we would disqualify votes," Mr. Berdahl wrote in an e-mail to Mr. Perlman on April 22. "We have two cases of presidents out of the

country from whom we will hear on Monday or Tuesday at the latest, and we will then have heard from everybody."

The deadline was significant because any abstention would be counted as a vote in favor of retaining Nebraska, Mr. Perlman said. When the AAU appeared to be seeking additional ballots beyond the deadline, Mr. Perlman concluded that "they probably didn't have the votes" and were determined to get them.

In an e-mail to Mr. Berdahl, Mr. Perlman wrote that the extension of the deadline was "one more instance where the process ... has created the impression in my mind, and in the mind of others, that the leadership is determined to achieve a particular result regardless of the rules."

"When the details of this process become public," Mr. Perlman added, "it will hardly serve the reputation or credibility of the AAU."

Barry Toiv, a spokesman for the AAU, said Sunday that the April 18 date was only a target designed to bring the voting to a swift conclusion.

"Getting a two-thirds vote of the entire membership is a rule that's been in place for over 10 years, and it was always the intent to get a response from every president or chancellor," he said. "The purpose of the deadline was merely to expedite that process. There was not an intent to exclude any votes that might follow it."

Jared L. Cohon, chairman of the AAU Executive Committee and president of Carnegie Mellon University, defended the process in an interview Sunday.

"The result was not predetermined," he said. "It was done very carefully and very sensitively, following a process that was laid out to the whole membership well in advance and with which the entire membership agreed."

"There's no perfect way to do this, and having any member leave is a very difficult and painful process, especially one that has been a member as long as Nebraska has been," he added. "Certainly, I think we've learned from this, but I stand behind the process entirely."

### **Quantifying a University's Research**

It's not clear what prompted the special reviews of Nebraska and Syracuse last year, except that they ranked at the bottom of the AAU metrics.

What particularly hurt Nebraska in those metrics is that as a land-grant institution in a farming state, it gets a large share of its research dollars for agriculture. The entire University of Nebraska system had \$13.2-million in federally financed farm-related research in 2008, or about 10 percent of its total federal research dollars, as compared with a nationwide average of about 3 percent.

The AAU, however, does not give such research the same weight in its membership criteria because much of federal support for agricultural work is awarded through formulas and earmarks rather than peer-reviewed grants. As a result, presidents of land-grant institutions say that the AAU metrics are stacked against them. They maintain that differences between states in climate, soil, and crops necessitate formula-driven funds.

Large public institutions like Nebraska are also hurt in the AAU rankings by a process the association calls "normalization," which seeks to determine per-faculty research rewards by dividing total research dollars by the number of faculty members at an institution.

For Nebraska, that means the total research dollars are divided by a significant portion of faculty devoted to agricultural research, even though their research rewards are not considered as valuable under AAU metrics. The normalization process tends to help smaller members with smaller overall research budgets, like Brandeis and Rice Universities.

Mr. Cohon stressed that the metrics are a product of years of discussion and analysis by the organization's membership. It is possible that a large number of faculty conducting agricultural research could penalize an institution, but "that's not the case here," he said.

"While there is no perfect set of metrics, I think there is a broad sense of satisfaction with the metrics we have," Mr. Cohon said.

In his e-mail to the campus and in interviews with *The Chronicle*, Mr. Perlman said what put Nebraska at a particular disadvantage was the lack of an on-campus medical school.

While other AAU members, such as Cornell and Pennsylvania State Universities, for instance, lack medical schools on their main campuses, Nebraska's medical school is also under a totally separate administrative structure from the Lincoln campus, an arrangement that is unlike the ones at those other institutions. As a result, its research dollars are not counted by the AAU, even though, as a medical school, it can't belong to the association on its own.

A medical school both improves an institution's absolute number of research dollars and improves its score on the ratio of research output to tenure-track faculty, since medical schools often rely heavily on researchers who are not tenure-track faculty, Mr. Perlman said.

### **Plea for a 'Qualitative Judgment'**

The AAU also put Nebraska at a comparative disadvantage by not penalizing institutions that rely heavily on a small number of academic fields for their overall research dollars, despite the association's stated commitment to diversity of mission, Mr. Perlman said.

The chancellor, however, said over the weekend that he did not have data that would make clear the national ranking of the Lincoln campus on the various metrics he said he prefers.

When counting research dollars systemwide, he said, the entire University of Nebraska can claim only that it is "ahead of at least two or three" AAU institutions with medical schools. And while

estimating that 20 percent to 25 percent of the tenure-track or tenured faculty on the Lincoln campus work in agriculture, Mr. Perlman said he does not have data comparing his institution to others in the AAU without including their agriculture-based faculty.

Rather than emphasize exact national rankings on those points, Mr. Perlman told *The Chronicle*, he asked the AAU to "make a qualitative judgment, as their rules require, about whether we were compatible with other AAU institutions."

"Ultimately," he said, "I made no claim that we would be in the top ranks of AAU under perfect conditions."

Mr. Perlman's plea for counting medical-school activity isn't necessarily supported by data from the National Science Foundation, which publishes a tally of university research spending from all sources by institutions with medical schools. The NSF's latest annual compilation, for 2008, shows that the University of Nebraska system ranked 39th in the nation.

Mr. Perlman's strongest claim may be that of recent growth, even if it isn't a major factor in the AAU evaluation process. From 1999 to 2009, the University of Nebraska system had the fifth-largest percentage growth in federally financed research expenditures of any college that was in the top 100 for federal money in 1999. Its federally financed expenditures more than doubled over that period, to \$148.6-million. The Nebraska system also rose 19 places—to 68th from 87th—on the list of universities reporting the most federally financed expenditures.

As for what the decision means for Nebraska as an institution, Mr. Perlman said that as he looked at the university's accomplishments of the past decade, only one may have been helped because of its AAU membership: the invitation last year to join the Big Ten, given that all its members are also part of the AAU.

While AAU membership conveys a certain cachet, several well-known research heavyweights, such as Boston University, Dartmouth College, North Carolina State University, and the University of Georgia, are not members.

"As appropriate for a private organization, AAU makes its own membership decisions on its own criteria," M. Peter McPherson, president of the Association of Public and Land-Grant Universities, said in an interview on Saturday. "However, a number of major research universities are not members of AAU, and the sum of the whole is what makes the U.S. academic research enterprise so productive and politically potent."

## **Teens' CSU tour experience highlights a campus reality for Native Americans**

*Colorado Public Radio*

The teenage brothers — both shy and Native American — had just entered a recreation center on a tour of their dream university when a parent in the group stepped away to call 911.

“Their behavior is just really odd,” she said from the Colorado State University campus. “They won’t give their names .... They just really stand out.”

The teens’ quiet disposition and dark clothing were unnerving, the caller told the dispatcher. Campus police responded by pulling them from the tour, patting them down and asking why they didn’t “cooperate” when others asked them questions.

Yet for many Native Americans, much of 17-year-old Lloyd Skanahwati and 19-year-old Thomas Kanewakeron Gray’s reserved conduct followed cultural norms often expected of youth — especially those taught in their schools and communities to be humble, as well as thoughtful about how and when to draw attention to themselves.

“Students who are quieter are taking information and processing it and thinking about information before they speak,” said Megan Red Shirt-Shaw, who is Oglala Lakota and a counselor for high school students at the Albuquerque Academy. “That shouldn’t be an indicator that a student isn’t fully engaged in the process.”

The teens’ April 30 encounter with police has been met with shock and outrage nationwide, as one of numerous examples of racial profiling to make headlines in recent weeks. At Yale University, a white student called campus police last week about a black graduate student sleeping in a residential common area. The graduate student fell asleep while working on a paper.

In the Gray brothers’ case, the discomfiting interrogation also highlighted the complicated cultural circumstances Native Americans often must navigate in mainstream settings. That includes universities where they are likely to encounter students, professors and parents unaware of tribal value systems and how they differ from their own.

In some tribes, for example, it’s considered a sign of respect when youth avoid eye contact with adults during conversation, while non-Native Americans may interpret such conduct as dismissive. Listening also can be of greater value than talking in Native American communities.

“It’s not uncommon to have the students being really intent on listening to somebody as a means of learning and means of respect,” said Kara Bobroff, who is Navajo and Lakota, and founded the Native American Community Academy, a charter school in Albuquerque. “It’s not a value to put yourself out in front of everybody, necessarily. It doesn’t need to happen to define success.”

On campuses, Native Americans typically make up a sliver of the student body. They comprise 1 percent of U.S. college students. Once enrolled in a four-year institution, fewer than half finish, according to a 2016 report by the National Center for Education Statistics.



It's incumbent on higher education institutions to take responsibility for improving those numbers, Bobroff said. The isolating experience of campus life — from admission tours to graduation — is eased when schools plan a welcoming environment, taking into account the communities and cultures students call home, she said.

“They might be stepping onto a campus where they are going to be one of the only Native students,” Bobroff said. “So, trying to build a strong community around them is really important from the moment they interact with that school.”

Her charter school takes measures to prepare students for life after graduation, including sending faculty members to accompany groups of students on campus tours, she said. Afterward, they debrief.

The Gray brothers were alone on their Colorado State tour in Fort Collins, which is a seven-hour drive from their home in Santa Cruz, New Mexico.

Since they arrived late, they hadn't been a part of an initial group introduction. But the older teen still introduced himself and his brother to the guide during a stop in the library, he said.

Their mother said Fort Collins was the farthest they had travelled together from home on their own, and they had saved money for the trip. They also registered in advance for the tour.

Police required the teens to provide an email confirmation from the university as proof they signed up before releasing them.

The brothers are Mohawk. Originally from upstate New York, they recalled attending cultural gatherings in which as children they kept quiet out of respect. Those experiences continue to influence how they conduct and carry themselves, especially while participating in an organized activity, they said.

The younger brother is now a high school senior at Santa Fe Indian School, a boarding school owned by the 19 Pueblo tribes. The older teen, who graduated from there two years ago, attends Northern New Mexico College. He talked for months about transferring to Colorado State, their mother, Lorraine Gray, said.

One officer told her on the phone that perhaps the experience would teach her sons to speak up for themselves, she said.

The extent to which the brothers seemed to have been penalized for their shyness stood out for Roy Taylor, who is Pawnee and whose son was graduating Sunday from Pomona College in California. However, the caller's initial curiosity and discomfort with their presence was less surprising, said Taylor, of Minneapolis.

He recalled he and his son encountered parents who peppered them with questions about their backgrounds while touring colleges.

“It was disconcerting at times and felt intrusive, but nothing of the scale of this woman’s intrusions,” he said. “I think sometimes those parents they believe that’s their way of being friendly. But it doesn’t come across that way.”

Police have not identified the 911 caller, except to say she was 45 years old and white. In the call, she acknowledged she might be “completely paranoid” about the teens, whom she guessed were Hispanic. She said they were disinterested and evasive.

She said their clothing had “weird symbolism or wording,” which turned out to represent metal bands they follow.

Colorado State has offered to compensate them for their trip, calling their experience “sad and frustrating.” The Grays haven’t responded. The American Civil Liberties Union said it has been in conversation with the family as it decides how to proceed.

The university is taking steps to avoid similar incidents. It will provide badges to tour participants and require police to alert guides if they need to approach someone.

Admissions tours are often students’ first introduction to a school and help them decide whether it’s the right environment, said Red Shirt-Shaw, a former undergraduate admissions officer at the University of Pennsylvania.

First impressions can be crucial, given college’s low enrollment rates among Native Americans. At Colorado State, for example, only 125 students identified as Native American out of 33,400 students enrolled last fall, according to school statistics.

Red Shirt-Shaw said she was concerned the Grays’ encounter would discourage others from going on tours and to college.

“It’s appalling to me that somebody else — that a parent of a child — believed they knew who on the tour was or wasn’t the right looking fit for the university,” she said.

## **The college-graduation problem all states have**

*The Atlantic*

Near the beginning of his presidency, Barack Obama gave a speech to Congress that laid out a goal for the future: “By 2020, America will once again have the highest proportion of college graduates in the world.” At the time, America was 12th, [according to the](#) Organization for Economic Cooperation and Development.

Almost a decade later, and with 2020 not far off, where do things stand? The percentage of Americans between the ages of 25 and 34 who had earned an associate’s degree rose by 7.4 percent between 2007 and 2017—a difference of more than 5 million people, [according to the](#) U.S. Census Bureau’s American Community Survey. Still, that [puts America at 10th in the world](#), according to the latest available data.

But even though progress has been made, the data remain quite uneven. A pair of reports [released on Wednesday](#) by The Education Trust, an advocacy group for low-income and minority students, break down the attainment data more finely. They found that the share of black adults who hold a bachelor’s or associate’s degree—31 percent—is roughly two-thirds that of white ones—47 percent. And Latinos, at about 23 percent, are just half as likely. Further, the report shows, there is not a single state in the country where black and Latino adults are as likely to have earned a college credential as their white counterparts.

At the root of these differences in attainment rates are social and economic disparities that continue to benefit certain races over others. Still, graduation rates have improved over the past decade, particularly among Latinos, as a report from the left-leaning [Center for American Progress](#) shows—and there is a significant difference between the rates of native-born Latino adults and those who were born outside of the United States. (The latter are less likely to have earned a degree.) It’s these race-by-race attainment rates that the report advises policymakers to pay attention to—overall graduation rates can obscure how the educational system underserves certain groups.

Andrew Nichols of the Education Trust, one of the authors of the report, explained to me what these changes in graduation rates mean on the levels of individual lives and of society. “We know the value of a college degree, in terms of what it does for wages, what it does for being less likely to be unemployed. We know what it does for the society—having more people who are able to generate higher tax revenues.”

More than 40 states have outlined goals for these attainment rates in the past decade, often including specific goal rates for black and Latino residents. What can be done to reach those goals? Well, for one, lawmakers can make sure race factors centrally into policy conversations—and that can look different for different states. For some, it could be as simple as diverting more resources to campuses that primarily serve minority students. A [recent report](#) from the American Council on Education, a leading higher-education trade group, found that minority-serving institutions have a special knack for changing students socioeconomic fortunes of students. Such institutions—including historically black colleges and universities and Hispanic-serving

institutions—propelled students from the lowest rung of the economic ladder to the highest at at least double the rate of colleges that were not focused on enrolling a particular minority.

Tiffany Jones, a researcher at Education Trust, told me about how it can also help for colleges to assist groups of people with very specific needs. Detroit’s Wayne State University, for example, has [just launched](#) what it calls the “Warrior Way Back” program (a reference to the school’s mascot), that forgives the debt of former students with an outstanding balance of less than \$1,500 and no degree, and allows them to return to school. If Obama’s goal is to be realized, specialized interventions like this will be just as important as focusing on the top-line attainment rates.

## Americans still believe in higher ed's 'public good'

*Inside Higher Ed*

Most political discussion of higher education these days focuses on the return on investment to individuals, rather than on the contributions that colleges and universities make to society broadly. So it wouldn't be surprising to find that many Americans don't put much stock in the "public good" arguments on which much government funding of higher education was premised.

But a new survey finds that most Americans continue to support government funding of higher education and to recognize that colleges and universities play many roles beyond helping them (or their children) get a good job or other personal return on investment.

The study by researchers at [Columbia University's Teachers College](#), "[Americans' Views of Higher Education as a Public and Private Good](#)," is the latest entry in a string of public opinion polls over the last year that have elevated the blood pressure of many college leaders by raising doubts about the perceived value of higher education, mostly related to the price and benefits of their own education.

Noah D. Drezner, an associate professor of higher education at Teachers College and the study's lead author, said he sought to design a survey that examined "Americans' understanding of the various ways that colleges and universities contribute to society, beyond the return to individuals."

As part of [a larger project](#) examining the views of roughly 3,000 adults on education, health and psychology, Drezner and his colleagues asked respondents whether public spending on higher education was an "excellent," "good," "fair" or "not a good" investment.

Three-quarters of respondents said public funding of higher education was either an excellent (44 percent) or good (32 percent) investment (17 percent said fair, 7 percent not good). Responses of excellent were likelier from women than men (48 to 39 percent), respondents who were black and Latinx (52 and 49 percent) than white and Asian-American (41 percent), under 45 (48 percent) than older (39-40 percent), and urban (52 percent) than rural (44 percent) respondents. It almost goes without saying that more liberal respondents (56 percent) said excellent than conservatives (32 percent).

Going further, the scholars asked respondents whether they would "like to see more or less government spending" in a range of education realms, including two-year colleges and four-year colleges. To try to take the question beyond the theoretical -- so that respondents had to think about the possible additional funds as something more than "Monopoly money," Drezner said -- the researchers included this "realistic reminder": "Remember that if you say 'much more,' it might require a tax increase to pay for it."

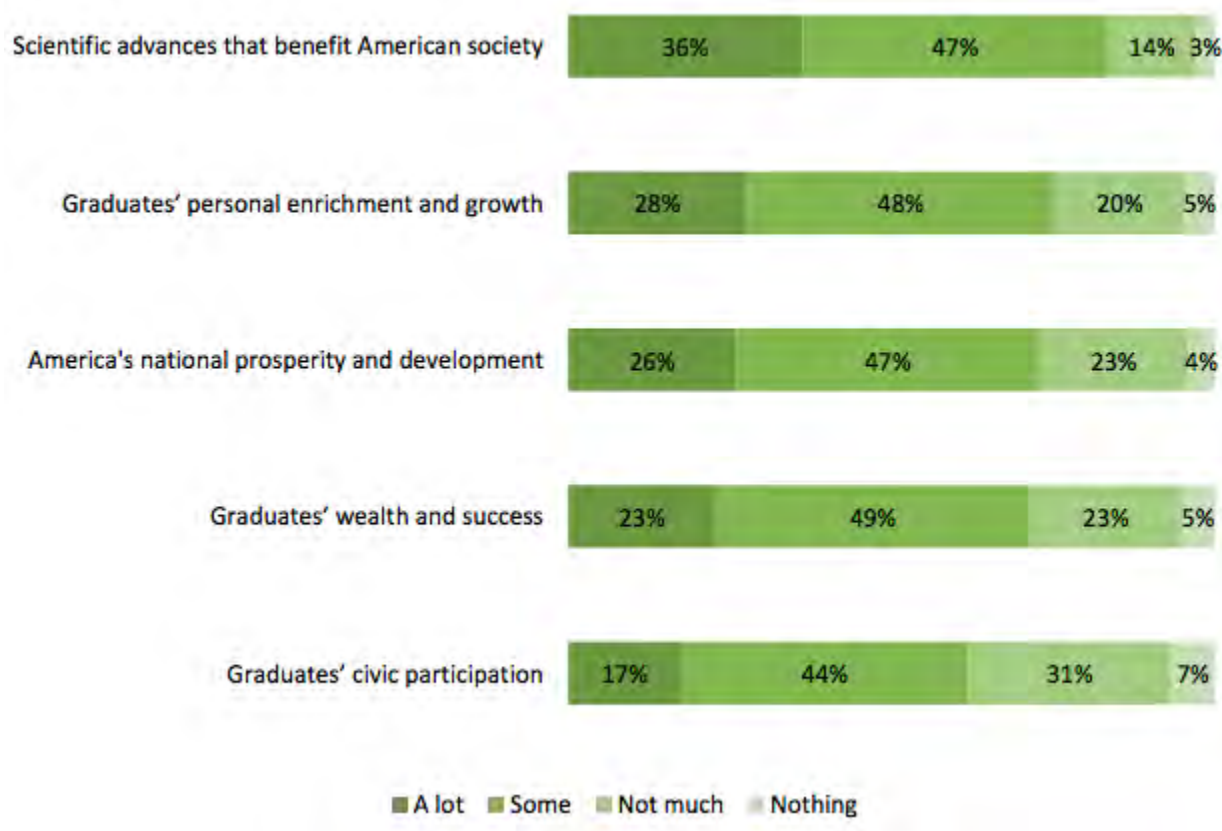
About half of respondents said they support increased government spending -- 52 percent on community colleges, and 50 percent on four-year colleges and universities. Those who answered the earlier question by saying that higher education was an "excellent investment" were much

likelier (71 percent) to support more government spending. Respondents who said higher ed was a good investment were roughly divided between spending more or spending the same (45 vs. 47 percent), while a plurality (43 percent) of those who said public spending on higher ed was not a good investment favored spending less.

### The Public Good

Given how much of the recent public discourse centers on the individual return from higher education, Drezner said he was heartened to find that respondents overwhelmingly "understand that there are larger benefits to the public" from higher education. The researchers asked how much American colleges and universities contribute in the way of scientific advances, national prosperity and graduates' civic participation.

As seen in the chart below, more than seven in 10 respondents recognized "a lot" or "some" contribution in four of five areas queried, with by far the most positive response about "scientific advances that benefit American society."



But the answers also show colleges have a lot of work to do in making the case to Americans that the institutions contribute in other areas, particularly in enhancing graduates' civic participation, Drezner said.

"Building civic engagement is in a lot of colleges' mission statements," he said. "These answers suggest a disconnect in us actually achieving that mission."

## **Who lives in education deserts? More people than you think.**

*The Chronicle of Higher Education*

For most college students, place matters. And closer is often better. In 2016, almost 40 percent of first-time, full-time freshmen [reported](#) that their colleges were less than 50 miles from their homes, a proportion that has held [since the 1980s](#). Studying close to home, family, and community can be even more vital for the roughly [one in four undergraduate students](#) who are considered nontraditional — those who are older, have child-care duties, work full time, or attend college part time.

But what happens when there's no college nearby? That's still the case in substantial pockets of the country. Areas where it's difficult for placebound students to get to a college — commonly known as education deserts — have drawn more attention in recent years, but there's still much to be learned about their breadth and their impact.

We wanted to learn more. If colleges and policy makers fail to consider the impact of education deserts, they will fail to engage a large pool of potential students. That may reinforce the inequality that higher education hopes to solve.

The first step in eliminating education deserts is finding them. Existing research into education deserts is so limited that there isn't a broadly accepted definition of what constitutes one. So *The Chronicle* ran its own analysis. We started by identifying almost 1,500 two- and four-year public colleges. (For our analysis, we excluded institutions with an acceptance rate lower than 30 percent: These colleges wouldn't be considered viable options by many local students.)

Like the authors of [several recent studies](#), we then defined the areas each college serves. To do so, we calculated driving distance: If students who live or work off campus could drive to it within 60 minutes, we considered them in range.

We then looked to census block groups, geographical units for which the U.S. Census publishes useful demographic data. Block groups beyond any college's driving radius were considered education deserts.

So how many adult Americans live in education deserts? *The Chronicle's* analysis found that 11.2-million adults, or 3.5 percent of the adult population, live more than a 60-minute drive from a public college.

Areas of the country that qualify as education deserts under our definition are largely rural and predominantly in the West. Alaska, Wyoming, North Dakota, and Montana, in that order, have the greatest percentage of adults living more than 60 minutes from a college.

Let's take a closer look at Montana. Although the state has a host of public four-year and community colleges serving most of its major cities and towns, the distances between population centers in Big Sky Country leaves one in three Montanans more than a 60-minute drive from a college.



Nationally, what do we know about the people who live in these deserts? Over three-fourths of them are white. That's a disproportionate amount: White Americans constituted only 62 percent of the population in 2016.

The forced migration of Native Americans has left many of them clustered in areas that are far from population centers — and from higher education.

Our analysis showed that 29.5 percent of all Native Americans live more than 60 minutes' drive from a college. Compared with white Americans, Native American adults are more than five times more likely to live in an education desert. Native Americans face plenty of [challenges](#) to higher education; simply getting to a campus could be a major impediment for many.

Especially since the Great Recession, Americans living in rural areas have been left behind in [income](#), assets, and [health](#). They're also more likely to live in an education desert. Whether it's correlation or causation, a college education is [linked](#) to higher earnings, better employment rates, and overall well-being.

The median household earning for those living in education deserts is \$47,368. In nondesert areas, that value increases to \$53,844.

Living in an education desert also means you're slightly more likely to live in poverty. In areas 60 minutes or more from a college, 12.8 percent of adults live below the poverty line. Live within 60 minutes of a college, and that proportion drops to 11.4 percent.

What would it take to make sure that distance doesn't prevent students from obtaining a college degree? Making geography a bigger part of the conversation about college fit would be a start, [according to Nicholas Hillman](#), an associate professor of educational leadership and policy analysis at the University of Wisconsin at Madison, who has studied education deserts extensively. Colleges and state and federal governments often encourage prospective students to factor financial aid, graduates' earnings, and institutional culture into their decisions. But for students who live in these deserts, proximity and access can be the most important factors. Experts say that easier transfer requirements, partnerships between public colleges and selective colleges in underserved areas, [more-aggressive rural recruitment, and even shuttle services](#) could help ease the burden on desertbound students.

Lawmakers, meanwhile, could [direct more money](#) to rural institutions to help level the playing field and create a geographically diverse college landscape. They could also work to [decrease broadband costs and expand access to rural areas](#), allowing students in deserts to benefit from online-learning options that may now be unreliable.

Educators and lawmakers still need to know more about the areas of the country that are underserved by higher education. Until the geographic obstacles to attending college are better understood, and more widely discussed, a class of disadvantaged students will remain just that.

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**CSU-Pueblo president encourages student engagement at the Todos Santos Center**



Colorado State University-Pueblo currently is undergoing a visioning process that will differentiate the University in a crowded higher education marketplace in the state of Colorado. Incorporating use of the Todos Santos Center into our campus is but one example of the creative thinking we hope will emerge as part of this visioning process we are calling "Vision 2028."

Two faculty colleagues who are driving this particular visioning concept are Dr. Daniel Bowan, assistant professor of Recreation & Outdoor Leadership, and Dr. Fawn Amber Montoya, director of our Honors Program. Both are serving as Presidential Fellows and

 responsible for engaging faculty, staff, and students in exploring this unique opportunity.

One emerging concept is to create a sophomore “journey” experience where all CSU-Pueblo students have the opportunity to complete up to six credit hours of general education coursework in an intensive format while at the Todos Santos Center. Faculty would test-drive new and creative interdisciplinary approaches to teaching general education courses in a community-centered program that develops cultural competencies. Through the journey experience, students would return to Pueblo with an enhanced understanding and appreciation for global citizenship.

It is important that the Todos Santos initiative contribute to two critical University performance goals: retention and completion. We hope that retention would be enhanced with it being designed as a sophomore experience and completion would be accelerated with students completing the journey during summer, winter break, or spring break.

This summer, Drs. Bowan and Montoya will lead a retreat to the Todos Santos Center (June 25-28) with a group of six general education faculty and staff and three student representatives to brainstorm ways our students can use the Center to study, learn, and enrich their lives in the coming year.

Dr. Bowan already has accompanied 18 CSU-Pueblo students in Spring 2017 and 2018 through the [Ecotourism course](#) (REC 291), and he will lead eight Fort Collins students this summer through the [Sustainable Travel & Alternative Tourism course](#) (REC 391).

Through a *1,000 Strong in the Americas* Innovation Fund grant, Dr. Bowan will guide the development of a binational Institute of Ecotourism Studies in association with Kim Kita, director of Special Projects & Partnerships at CSU, and Dr. Plácido Roberto Cruz Chávez, professor at Universidad Autónoma de Baja California Sur. The Institute will focus on the significance of ecotourism in the Baja California Sur region and in Colorado, focusing on the role and impacts of tourism on local cultures and communities as well as coordinate an Ecotourism Symposium at the Todos Santos Center with the goal of supporting local workforce development.

I had the privilege of visiting the Todos Santos Center this Spring and hope to see CSU-Pueblo students have that same privilege in the near future.

-- Dr. Timothy Mottet, President, CSU-Pueblo

## Latest Stories



[Colorado State interior design students promote recycling on service-learning trip](#)



[Students travel from across Mexico to attend course at CSU Todos Santos Center](#)



**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



**Daniel Sloan**

*Assistant Professor, Department of Biology*

"I think CSU faculty should be more aware of the existence of the Center. In addition to the local community, there are many universities and research institutions in Baja California, so there is potential to establish international collaborations. I could imagine natural connections to explore areas related to culture, art, language, and research science."

[Read more.](#)

[Todos Santos Center hosts Family Adventure](#)

[Week for CSU staff and alumni](#)

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[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 [program plan](#) for the Animal Health Building was released at the end of April.
- The [RFQ](#) for the Animal Health Building is currently open, and closes August 9.
- The National Western Center [site plan](#) was recently updated.
- Keep up to date with all aspects of the National Western Center project [here](#).

### Upcoming events

#### [Youth Water Expo](#)

August 4  
11 a.m.-4 p.m.  
Argo Park

#### [Clínica Tepeyac ¡Adelante!](#)

#### [5K Run/Walk](#)

August 5  
8 a.m.-12 p.m.  
Stapleton Recreation Center

## News



### **CSU Water in the West Symposium is only the beginning of the conversation**

The inaugural Water in the West Symposium, presented by CSU at the end of April, sold out with 400+ attendees, and showcased more than 30 speakers from across the state and nation representing diverse perspectives in water. [Read more.](#)

Sponsorship opportunities are available for the 2019 Symposium. Please [get in touch](#) if you or your company is interested in a sponsorship.

*CSU's annual symposia – the AgInnovation Summit, 21st Century Energy Transition Symposium, and the Water in the West Symposium, strive toward a vision of local impact with global reach – work which will continue as part of CSU's long-term commitment at the National Western Center. The AgInnovation Summit will take place September 20-21 on the CSU campus. [Learn more.](#)*

#### **[Extreme Community](#)**

##### **[Makeover](#)**

August 11 (Elyria)  
September 8 (Swansea)  
September 28 (Globeville)

*Work day shifts are 9 a.m. to 4 p.m.*

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#### **[The Science Lounge:](#)**

##### **[Mindbender Mansion](#)**

August 16  
6:30-9:30 p.m.  
Denver Museum of Nature & Science

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#### **[Velorama Festival](#)**

August 17-19  
RiNo Art District

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#### **[NWC Citizens Advisory Committee Meeting](#)**

August 30  
September 27  
October 25

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

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#### **[Rocky Mountain Showdown](#)**

August 31  
7:30 p.m.  
Broncos Stadium at Mile High

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#### **[CSU AgInnovation Summit](#)**

September 20-21  
Lory Student Center

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#### **[Denver Startup Week](#)**

September 24-28  
Downtown Denver

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#### **[Dead Sea Scrolls](#)**

Runs through September 3  
Denver Museum of Nature and Science



### National Western Center goes on the road

The Colorado State University System is conducting monthly listening tours to gather ideas from people around the state about the type of educational programming they would like to see at the future National Western Center and share CSU's vision for the NWC beyond the Denver metro area.

The tours are a brainchild of Christie Vilsack, a lifelong educator and the former first lady of Iowa, who, along with her husband and former U.S. Secretary of Agriculture, Tom Vilsack, [joined CSU in April 2017](#) as special advisors for the NWC. [Read more.](#)




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### Annual Health Outreach Program

October 6  
9 a.m.-5 p.m.  
Focus Points

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### Little Shop of Physics at Bruce Randolph School

October 18  
Bruce Randolph School

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### Save the Date: Water in the West Symposium 2019

March 14, 2019  
Location TBD

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Check out more CSU in the community on [Flickr!](#)

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### Partner spotlight



When [Laradon](#) was founded in 1948, it was the first charitable organization in the Rocky Mountain region to offer support, education and training to children with developmental disabilities.

Today, Laradon's Mission is to be an organization of excellence that provides superior, individualized services to children and adults with intellectual, developmental and other disabilities, supporting their independence in daily life and maximizing their full potential.

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## CSU at the 2018 Denver County Fair

Four campus groups - [Little Shop of Physics](#), [College of Agriculture Sciences](#), [Office of the Vice President for Research](#), and the [CSU Bug Zoo](#) - hosted CSU's booth at the eighth annual Denver County Fair. The Denver chapter of the [Colorado 4-H Youth Development](#) program, part of [CSU Extension](#), added a variety of additional youth activities and hands-on demonstrations to the event's lineup. [Read more.](#)



## CSU Water Sustainability Fellows team up with Denver students to raise water awareness

The National Western Center Youth Water Project, now in its second year, is an eight-week internship program created by CSU's [Colorado Water Institute](#) to foster collaboration between high school and University students around water conservation, education, and policy. The internship's primary objective is to plan and deliver Colorado's first [Youth Water Expo](#), which will be held in Argo Park on Saturday, August 4, from 11 a.m.-4 p.m. [Read more.](#)

## Articles and links of interest

### **Food and agriculture:**

- [On the origins of agriculture, researchers uncover new clues](#)

## Project spotlights



CSU and [PetAid](#) will host the fifth annual health outreach clinic at [Focus Points Family Resource Center](#) on Saturday, October 6.

The clinic is a [collaborative approach to health care](#), offering hundreds of animal check-ups, vaccinations, and spay/neuter surgeries over the years. A human health component was new last year, with [University of Colorado's Anschutz Medical Campus](#) and community health care provider [Clínica Tepeyac](#) providing flu shots and general health screenings.



[Little Shop of Physics](#) will visit middle school students from [Bruce Randolph School](#) in north Denver on Thursday, October 18.

[Last year at BRS](#), two science classrooms were transformed into light and dark rooms and students had the opportunity to participate in over 100 hands-on experiments.

- [Lost in translation: CSU launches certificate in Spanish for animal health and care](#)
- [CSU research team gets \\$2 million to study Denver food systems](#)

**Health:**

- [New evidence that wild armadillos spread leprosy to humans](#)
- [Using virtual biopsies to improve melanoma detection](#)
- ["Citizen scientists" sent Colorado State University researchers 16,000 ticks for a study](#)

**Sustainability and energy:**

- [Biorenewable, biodegradable plastic alternative synthesized by CSU chemists](#)



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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## A Lost Decade in Higher Education Funding

State Cuts Have Driven Up Tuition and Reduced Quality

August 23, 2017

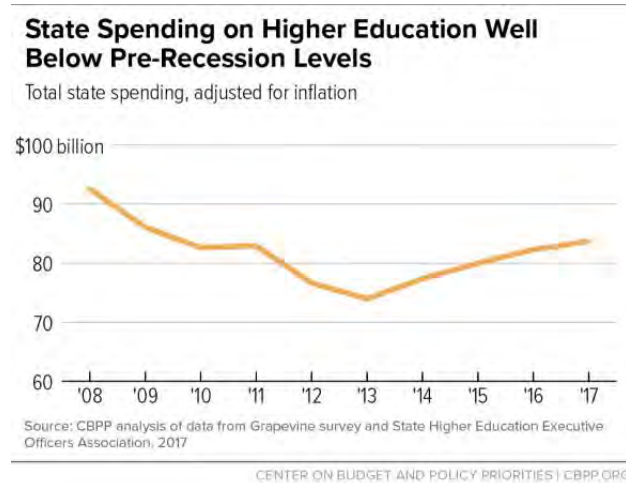
**BY** [Michael Mitchell](#), [Michael Leachman](#), and [Kathleen Masterson](#)<sup>[1]</sup>

A decade since the Great Recession hit, state spending on public colleges and universities remains well below historic levels, despite recent increases. Overall state funding for public two- and four-year colleges in the 2017 school year (that is, the school year ending in 2017) was nearly \$9 billion below its 2008 level, after adjusting for inflation. (See Figure 1.) The funding decline has contributed to higher tuition and reduced quality on campuses as colleges have had to balance budgets by reducing faculty, limiting course offerings, and in some cases closing campuses. At a time when the benefit of a college education has never been greater, state policymakers have made going to college less affordable and less accessible to the students most in need.

### STATE SPENDING ON PUBLIC COLLEGES AND UNIVERSITIES REMAINS WELL BELOW HISTORIC LEVELS, DESPITE RECENT INCREASES.

As states have slashed higher education funding, the price of attending public colleges has risen significantly faster than what families can afford. For the average student, increases in federal student aid and the availability of tax credits have not kept up, jeopardizing the ability of many to afford the college education that is key to their long-term financial success.

With many states facing revenue shortfalls in the current or upcoming fiscal year, state lawmakers must renew their commitment to high-quality, affordable public higher education by increasing the revenue these schools receive.<sup>[2]</sup> By doing so, they can help build a stronger middle class and develop the entrepreneurs and skilled workers needed for a strong state economy.



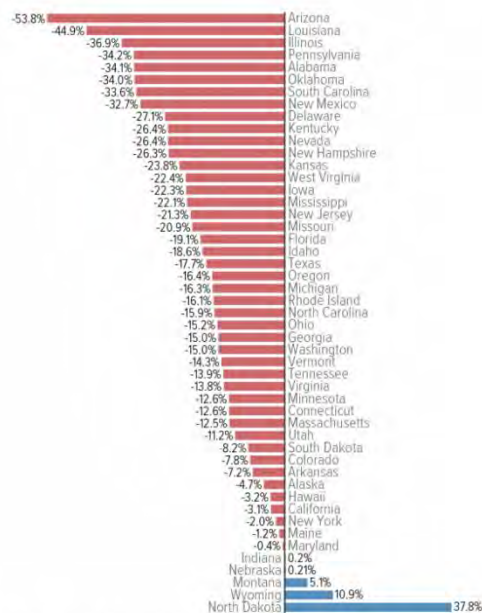
After adjusting for inflation:<sup>[3]</sup>

- Of the 49 states (all except Wisconsin)<sup>[4]</sup> analyzed over the full 2008-2017 period, 44 spent less per student in the 2017 school year than in 2008.<sup>[5]</sup> The only states spending more than in 2008 were Indiana, Montana, Nebraska, North Dakota, and Wyoming.
- States cut funding deeply after the recession hit. The average state spent \$1,448, or 16 percent, less per student in 2017 than in 2008.
- Per-student funding in eight states — Alabama, Arizona, Illinois, Louisiana, New Mexico, Oklahoma, Pennsylvania, and South Carolina — fell by more than 30 percent over this period.
- In 13 states, per-student funding fell between the 2016 and 2017 school years. In five of these states — Alaska, Kansas, Oklahoma, West Virginia, and Wisconsin — funding also fell the previous year. (The 2016-2017 analysis includes all states except Illinois.)<sup>[6]</sup>
- In 36 states, per-student funding rose between the 2016 and 2017 school years. Per-student funding rose \$170, or 2.2 percent, nationally.

Deep state funding cuts have had major consequences for public colleges and universities. States (and, to a lesser extent, localities) provide roughly 53 percent of the costs of teaching and instruction at these schools.<sup>[7]</sup> Schools have made up the difference with tuition increases, cuts to educational or other services, or both.

### State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2017



Note: Wisconsin was excluded because the data necessary to make a valid comparison are not available. Since enrollment data is only available through the 2015-16 school year, we have estimated enrollment for the 2016-17 school year using data from past years.

Source: CBPP calculations using the "Grapevine" higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Illinois funding data is provided by Voices for Illinois Children.

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education to keep quality high and tuition affordable, and to provide financial aid to students who need it most, would help states develop the skilled and diverse workforce they will need to compete for these jobs.

Sufficient public investment can only occur, however, if policymakers make sound tax and budget decisions. State revenues have improved significantly since the depths of the recession, but many states are now experiencing new budget pressures — two-thirds of the states are facing or have addressed revenue shortfalls this fiscal year, next year, or both.<sup>[11]</sup> To make college more affordable and increase access to higher education, many states need to consider new revenue to fully make up for years of cuts.

## States Have Only Partially Reversed Funding Cuts

State and local tax revenue is a major source of support for public colleges and universities. Unlike private institutions, which rely more heavily on charitable donations and large endowments to help fund instruction, public two- and four-year colleges typically rely heavily on state and local appropriations. In 2016, state and local dollars constituted 53 percent of the funds these institutions used directly for teaching and instruction.<sup>[12]</sup>

While states have been reinvesting in higher education for the past few years, resources are well below 2008 levels — 16 percent lower per student — even as state revenues have returned to pre-recession levels. (See Figures 2 and 3.) Between the 2008 school year (when the recession hit) and the 2017 school year, adjusted for inflation:

- State spending on higher education nationwide fell \$1,448 per student, or 16 percent, after adjusting for inflation.
- Per-student funding rose in only five states: Indiana, Montana, Nebraska, North Dakota, and Wyoming.
- Eighteen states cut funding per student by more than 20 percent, and in eight of those states the cut exceeded 30 percent.
- Arizona cut per-student funding by more than half.<sup>[13]</sup>

Since the recession took hold, higher education institutions have:

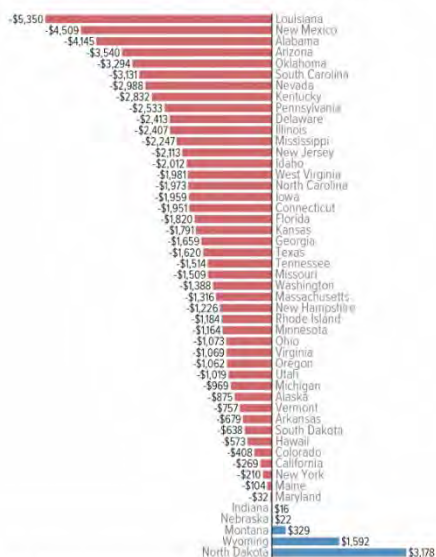
- **Raised tuition.** Annual published tuition at four-year public colleges has risen by \$2,484, or 35 percent, since the 2008 school year.<sup>[8]</sup> In Louisiana, published tuition at four-year schools has doubled, while in seven other states — Alabama, Arizona, California, Colorado, Florida, Georgia, and Hawaii — published tuition is up more than 60 percent.

These sharp tuition increases have accelerated longer-term trends of college becoming less affordable and costs shifting from states to students. Over the last 20 years, the price of attending a four-year public college or university has grown significantly faster than the median income.<sup>[9]</sup> Although federal student aid has risen, on average it has fallen short of covering the increases in tuition and other college expenses.

- **Reduced academic opportunities and student services.** Tuition increases have compensated for only part of the revenue loss resulting from state funding cuts. Over the past several years, public colleges and universities have cut faculty positions, eliminated course offerings, closed campuses, and reduced student services, among other cuts.

A large and growing share of future jobs will require college-educated workers.<sup>[10]</sup> Sufficient public investment in higher

**State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States**  
Change in state spending per student, inflation adjusted, 2008-2017



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Between the 2016 and 2017 school years, 36 of the 49 states analyzed raised per-student funding for public higher education. (See Figures 4 and 5.)

- Nationally, spending rose \$170 per student, or 2.2 percent, on average.
- The funding increases varied from \$19 per student in Minnesota to \$1,596 in Hawaii.
- Nine states raised per-student funding by more than 5 percent; Hawaii's increase exceeded 10 percent.
- In 13 states, per-student funding fell between 2016 and 2017, by 3.7 percent or roughly \$440 per student, on average.
- The funding cuts varied from \$8 per student in Kansas to \$1,646 in Wyoming.
- Six states — Alaska, Connecticut, Louisiana, New Mexico, Oklahoma, and Wyoming — cut funding by more than \$500 per student.
- Five states — Alaska, Kansas, Oklahoma, West Virginia, and Wisconsin — cut per-student funding in both 2016 and 2017.

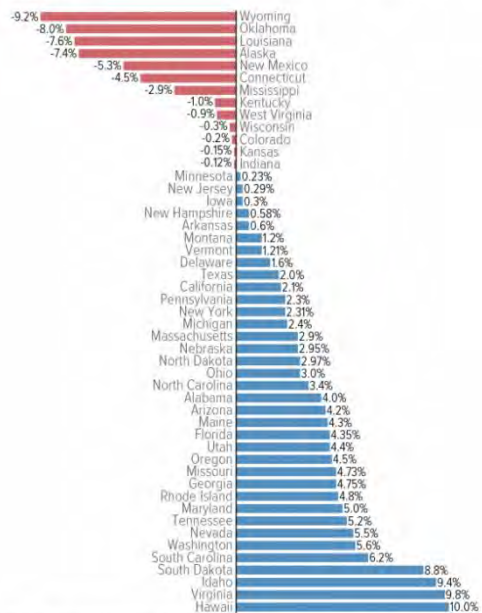
But just as most states are putting resources back into higher education, momentum for reinvestment appears to be slowing. In 28 states, funding increases between 2016 and 2017 were lower than the average increase over the previous three years.

**Most States Increased Higher Education Funding Over Last School Year, but Some States Are Still Cutting**

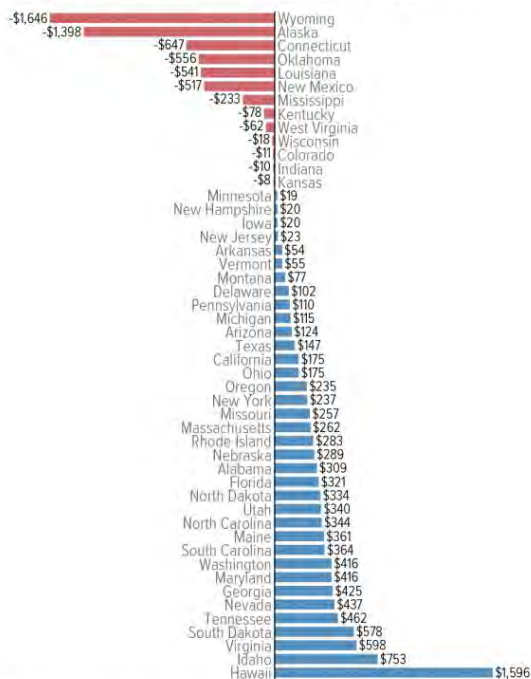
Change in state spending per student, inflation adjusted, 2016-2017

**Most States Increased Higher Education Funding Over Last School Year, but Some States Are Still Cutting**

Percent change in state spending per student, inflation adjusted, 2016-2017



Note: Figure excludes Illinois, where lawmakers did not approve a full funding plan for the state's public higher education system in fiscal year 2016.  
Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Because enrollment data is only available through the 2016 school year, enrollment for the 2016-17 school year is estimated using data from past years. Years are fiscal years. Illinois funding data is provided by Voices for Illinois Children.



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## After Recession Hit, States Cut Funding Even as Enrollment Rose

Reductions in support for public colleges reflect in part the strategy that many states chose during the deep national recession and slow recovery.

- **State tax revenues fell sharply during the Great Recession.** The recession of 2007-09 led to record-breaking declines in state revenues, and the slow recovery prolonged its impact. High unemployment and a slow recovery in housing values left people with less income and less purchasing power. As a result, states took in less from income and sales taxes, their main revenue sources for funding education and other services. By the fourth quarter of 2016, nine years after the recession hit, total state and local tax revenues were 11 percent above pre-recession levels, after adjusting for inflation.<sup>[14]</sup>
- **Many states chose to close their budget deficits through sizeable budget cuts rather than a more balanced mix of spending reductions and revenue increases.** States relied disproportionately on damaging cuts to deal with declining revenue over the course of the recession. Between fiscal years 2008 and 2012, states made up 45 percent of the loss in revenue through reducing support for public services — and only 16 percent through increases in taxes and fees. (They closed the remainder of their shortfalls with federal aid, reserves, and various other measures.) States could have made smaller cuts to higher education if they had chosen to raise additional revenue.
- **Meanwhile, college enrollment has risen.** Enrollment surged rapidly during the recession, particularly at community colleges, as many high school graduates chose college over dim employment prospects and older workers returned to retool and gain new skills.<sup>[15]</sup> Enrollment peaked in the 2011 school year with nearly 11.7 million full-time-equivalent students. Enrollment rose by more than 826,000 full-time-equivalent students, or 8.0 percent, between the 2008 and the 2016 academic years (the latest year for which data are available).<sup>[16]</sup> Demand for other state services has also risen. For example, states have roughly 1 million more K-12 students than in 2008,<sup>[17]</sup> and state prison populations — which now total 1.3 million people — have grown, putting pressure on state budgets.<sup>[18]</sup>

## State Cuts Have Helped Drive Up Tuition

In recent years, as states have modestly increased investment in two- and four-year colleges from their recession lows, tuition hikes have been much smaller than in the worst years of the recession.<sup>[19]</sup> Published tuition — the "sticker price" — at public four-year institutions rose in 37 states, but only modestly, between the 2016 and 2017 school years:

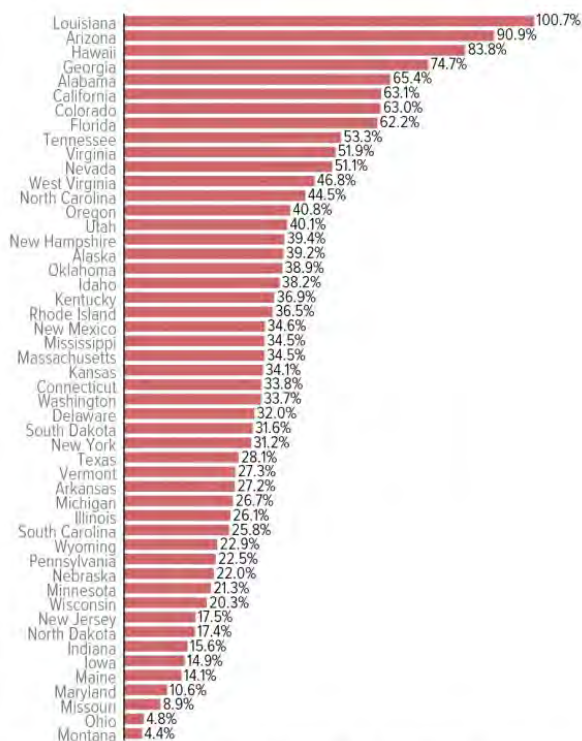
- Average tuition nationally increased \$111, or 1.2 percent, adjusted for inflation.<sup>[20]</sup>
  - Louisiana increased average tuition across its four-year institutions more than any other state, by more than 8 percent, or roughly \$667. Louisiana, Oklahoma, and Alaska raised average tuition by more than 5 percent.
  - Washington State lowered tuition more than any other state, by more than 11 percent.<sup>[21]</sup>
- Nevertheless, tuition remains much higher than before the recession in most states. Since the 2008 school year, average annual published tuition has risen by \$2,484 nationally, or 35 percent.<sup>[22]</sup> (See Figures 6 and 7.) Steep increases have been widespread; average tuition at public four-year institutions has increased by:
- more than 60 percent in eight states;
  - more than 40 percent in 15 states; and
  - more than 20 percent in 41 states.

In Louisiana, the state with the largest percentage increase since the recession hit, tuition has doubled, rising \$4,466 per student since 2008. Average tuition at a four-year Louisiana public university is now \$8,900 a year.<sup>[23]</sup>

In Arizona, the state with the largest *dollar* increase since the recession hit, tuition has risen \$5,217 per student, or 90.9 percent. Average tuition at a four-year Arizona public university is now \$10,957 a year.<sup>[24]</sup>

## Tuition Has Increased Sharply at Public Colleges and Universities

Percent change in average tuition at public, four-year colleges, inflation adjusted, 2008-2017

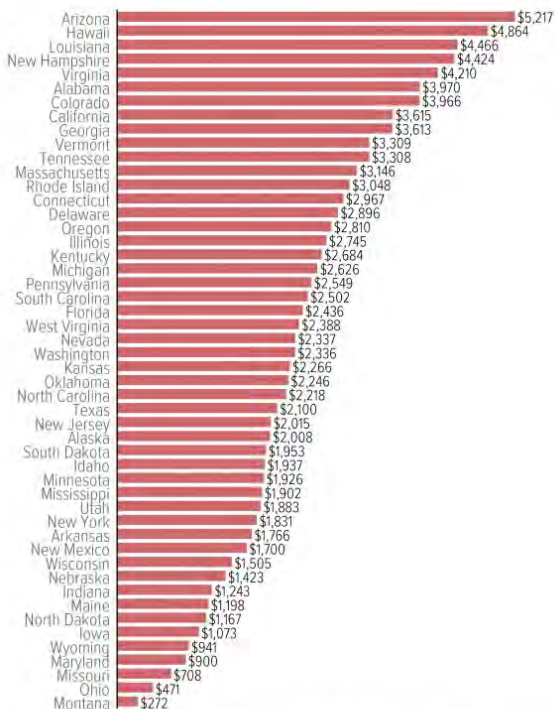


Source: College Board, "Trends in College Pricing," 2016. Years are fiscal years.

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## Public Colleges and Universities Also Have Cut Staff and Eliminated Programs

Tuition increases, while substantial in most states, have fallen far short nationally of fully replacing the per-student support that public colleges and universities have lost due to state funding cuts. In nearly half of the states, tuition increases between 2008 and 2016 have not fully offset cuts to state higher education funding.<sup>[25]</sup>

Because of this fact, and because most public schools lack significant endowments or other funding sources, many public colleges and universities have simultaneously reduced course offerings, student services, and other campus amenities over the years.

Data on spending at public colleges in recent years are incomplete, but evidence suggests that these actions likely reduced the quality and availability of institutions' academic offerings. For example, since the start of the recession, colleges and university systems in some states have eliminated administrative and faculty positions (sometimes replacing them with non-tenure-track staff), cut courses or increased class sizes, and in some cases, consolidated or eliminated whole programs, departments, or schools.<sup>[26]</sup>

These types of cuts have continued even as states have begun reinvesting in higher education. For example:

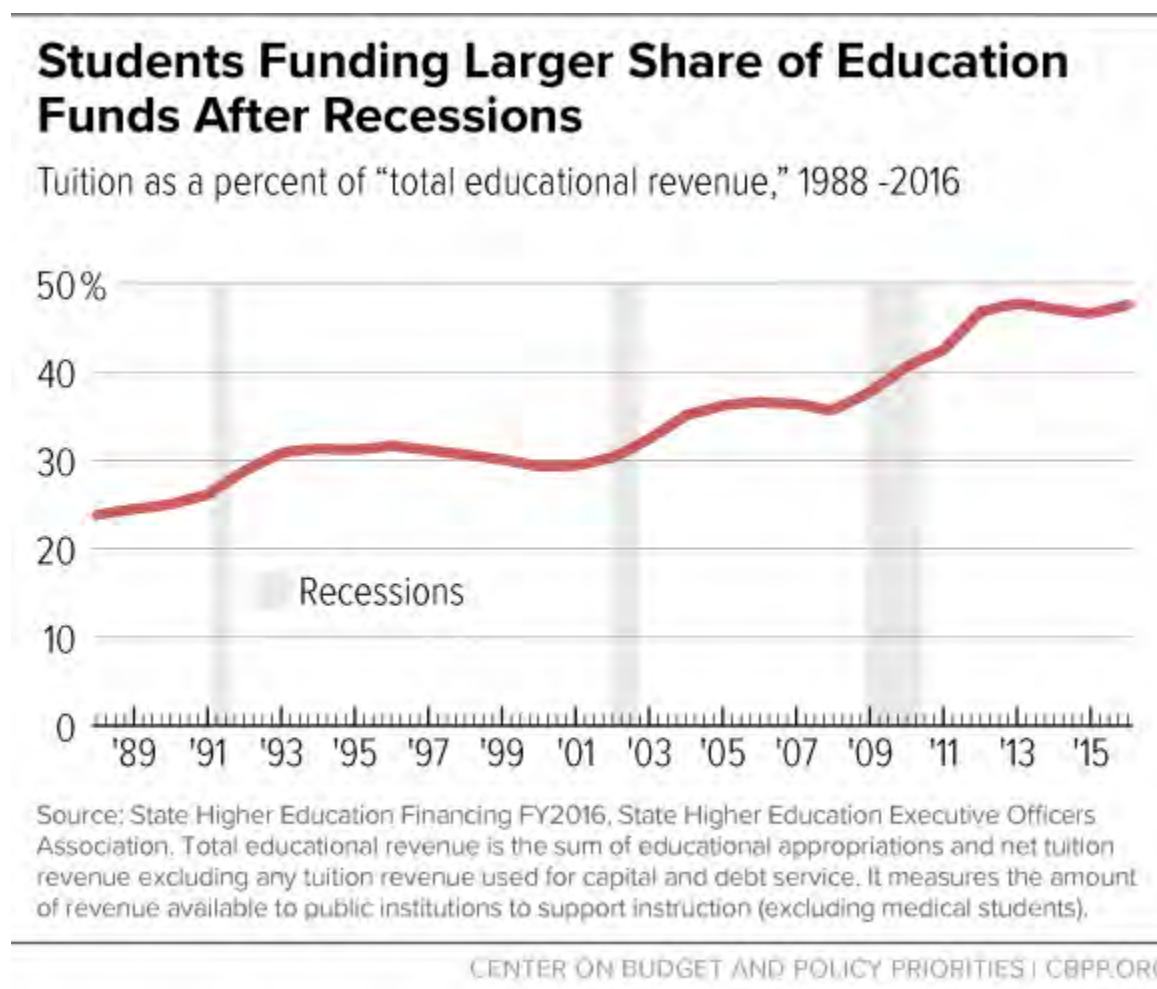
- Eastern Illinois University eliminated nearly a quarter (413) of its positions, mandated last year that all administrative and professional personnel take 18 furlough days, and extended vendor payments, among other steps.<sup>[27]</sup>

- The Kansas Board of Regents cut nearly \$900,000 in student scholarships across the state's public university system.<sup>[28]</sup>
- The Kentucky Community and Technical College System cut 191 faculty positions and 315 staff posts, laying off 170 employees and eliminating 336 vacant positions.<sup>[29]</sup>
- New Mexico State University reduced employee health services and other benefits in addition to eliminating 120 positions.<sup>[30]</sup>

## Funding Cuts, Tuition Increases Shift Costs from States to Students

Over time, students have assumed much greater responsibility for paying for public higher education. That's because during and immediately following recessions, state and local funding for higher education tends to fall, while tuition tends to grow more quickly. During periods of economic growth, funding tends to recover somewhat, while tuition stabilizes at a higher share of total higher educational funding.<sup>[31]</sup> (See Figure 8.)

In 1988, students provided around one-third as much revenue to public colleges and universities as state and local governments did. Today, students provide nearly as much revenue as state and local governments.



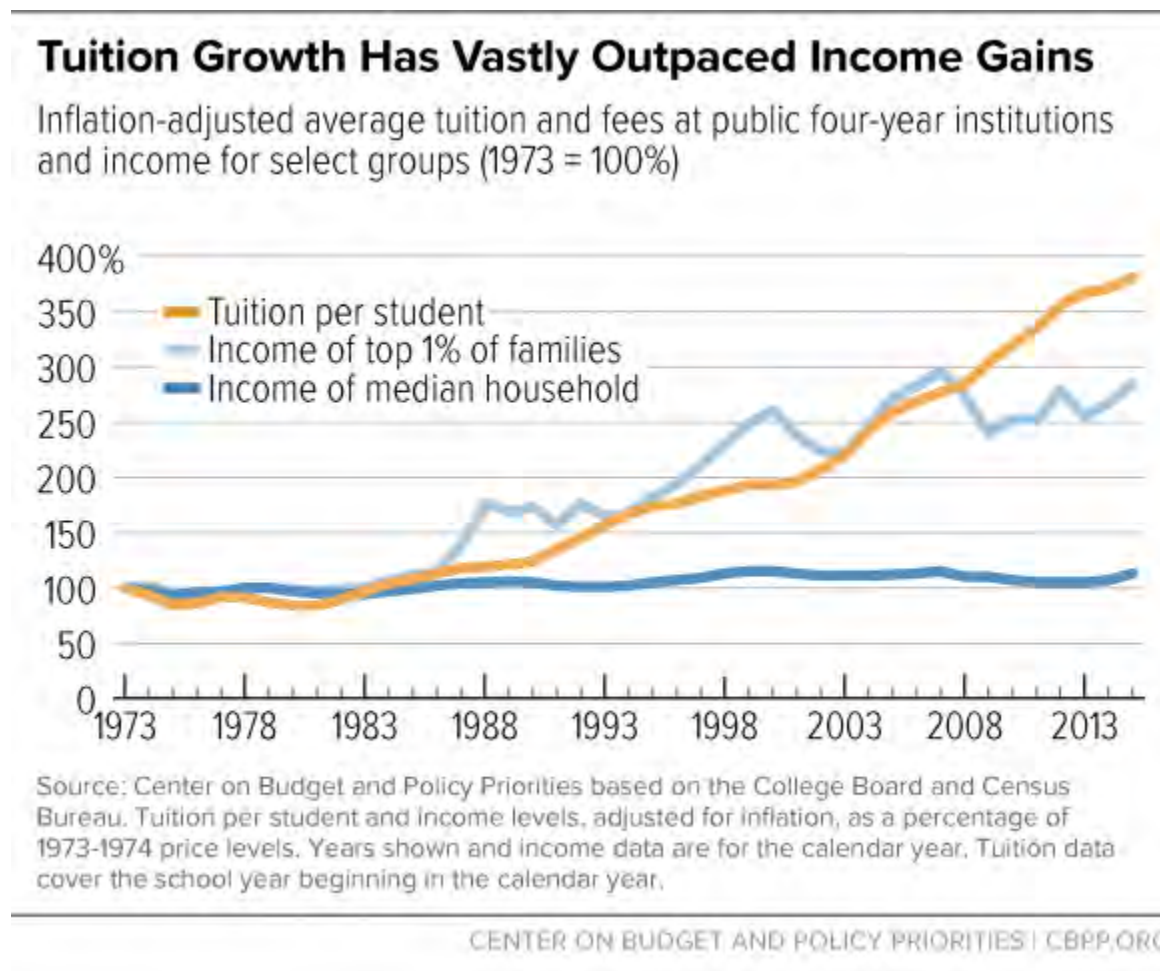
Nearly every state has shifted costs to students over the last 25 years, with the most drastic shift occurring since the onset of the Great Recession. In 1988, average tuition exceeded per-student state expenditures in only two states:



New Hampshire and Vermont. By 2008, that number had grown to ten states. In 2016 (the latest year for which there are data), tuition revenue exceeded state and local funding for higher education in half the states. And in nine states — Alabama, Colorado, Delaware, Illinois, Michigan, New Hampshire, Pennsylvania, South Dakota, and Vermont — tuition revenue was at least twice state and local funding.<sup>[32]</sup>

## Families Have Been Hard-Pressed to Absorb Rising Tuition Costs

The cost shift from states to students has happened over a period when many families have had trouble absorbing additional expenses due to stagnant or declining incomes. In the 1970s and early to mid-1980s, tuition and incomes both grew modestly faster than inflation; by the late 1980s, tuition began to rise much faster than incomes. (See Figure 9.)



- Between 1973 and 2015, average inflation-adjusted public college tuition has risen by 281 percent, while median household income has grown by only 13 percent.
- Over this period, the incomes of the top 1 percent of families have grown by about 186 percent. This means that public college tuition has outpaced income growth for even the highest earners.
- The sharp tuition increases since the recession have exacerbated the longer-term trend. Tuition jumped more than 34 percent between the 2008 and 2015 school years, while real median income grew merely 2.1 percent.

## Cost Shift Harms Students and Families, Especially Those With Low Incomes

Rapidly rising tuition at a time of weak or declining income growth has damaging consequences for families, students, and the national economy.

- **Tuition costs deter some students from enrolling in college.** While the recession encouraged many students to enroll in higher education, the large tuition increases of the past few years may have prevented further enrollment gains. Rapidly rising tuition makes it less likely that students will attend college; research consistently finds that college price increases result in declining enrollment.<sup>[33]</sup> While many universities and the federal government provide financial aid to students, research suggests that a high sticker price can dissuade students from enrolling even if the net price, including aid, doesn't rise.
- **Rising tuition may harm students of color and reduce campus diversity.** Rising tuition and fees jeopardize campus diversity at public four-year colleges because students of color are less likely to enroll as the cost of tuition goes up. "All else equal, a \$1,000 tuition increase for full-time undergraduate students is associated with a drop in campus diversity of almost 6 percent," New York University researchers found in a 2015 study.<sup>[34]</sup> Another study, which examined tuition policy changes in Texas in the early 2000s, concluded that rising tuition limited enrollment gains for Hispanic students in the state.<sup>[35]</sup> The share of students coming from communities of color at public two- and four-year colleges rose significantly in the years leading up to these tuition increases.<sup>[36]</sup> State cuts to higher education, which led to tuition increases, jeopardize this trend.
- **Tuition increases likely deter low-income students, in particular, from enrolling.** College cost increases have the biggest impact on students from low-income families, research shows. For example, a 1995 study by Harvard University researcher Thomas Kane concluded that states with the largest tuition increases during the 1980s and early 1990s "saw the greatest widening of the gaps in enrollment between high- and low-income youth."<sup>[37]</sup> Low-income families' relative lack of knowledge about the admissions and financial aid processes may exacerbate the problem. Students from families that struggle to get by — including those who live in communities with lower shares of college-educated adults and attend high schools that have higher student-to-counselor ratios — tend to overestimate the true cost of higher education more than students from wealthier households, in part because they are less aware of the financial aid for which they are eligible.<sup>[38]</sup>

These effects are particularly concerning because gaps in college enrollment between higher- and lower-income youth are *already* pronounced. In 2015, 58 percent of recent high school graduates from families with income in the lowest 20 percent enrolled in some form of postsecondary education, compared to 82 percent of students from the top 20 percent.<sup>[39]</sup> Significant enrollment gaps based on income exist even among prospective students with similar academic records and test scores.<sup>[40]</sup> Rapidly rising costs at public colleges and universities may widen these gaps further.

- **Tuition increases may push lower-income students toward less-selective public institutions, reducing their future earnings.** Perhaps just as important as a student's decision to enroll in higher education is the choice of which college to attend. A large share of high-achieving students from struggling families fail to apply to any selective colleges or universities, a 2013 Brookings Institution study found.<sup>[41]</sup> Even here, research indicates that financial constraints and concerns about costs push lower-income students to narrow their list of potential schools and ultimately enroll in less-selective institutions.<sup>[42]</sup> Another 2013 study found evidence that some high-achieving, low-income students are more likely to "undermatch" in their college choice, in part due to financial constraints.<sup>[43]</sup>

Where a student decides to go to college has broad economic implications, especially for economically disadvantaged students and students of color. Students with less-educated parents, as well as African American and Latino students, benefit especially from attending more elite colleges — experiencing higher postgraduate earnings, a 2011 study by Stanford University and Mathematica Policy Research found.<sup>[44]</sup>

## Federal Financial Aid Is Up Since the Recession

As tuition soared after the recession, federal financial aid increased. Total Pell Grant aid, the nation's primary source of student grant aid, rose by 68 percent between the 2008 and 2016 school years. This substantial boost has enabled the program not only to reach more students — 2 million more students received Pell support last year than in 2008 — but also to provide the average recipient with more support.<sup>[45]</sup> The average grant rose by 23 percent, to \$3,724 from \$3,034.<sup>[46]</sup>

Increased federal financial aid has helped many students and families cover recent tuition hikes. The College Board calculates that the annual value of grant aid and higher education tax benefits for students at four-year public colleges nationally has risen by an average of \$1,780 in real terms since the 2008 school year, offsetting about 71 percent of the average \$2,500 tuition increase. For community colleges, increases in student aid have *more than* made up the difference, leading to a drop in net tuition for the average student.<sup>[47]</sup>

However, because sticker-price increases have varied so much by state while federal grant and tax-credit amounts are uniform nationally, students in states with large tuition increases — such as Arizona, Hawaii, and Louisiana — likely still experienced substantial tuition and fee increases, while the net cost for students in states with smaller tuition increases may have fallen.

The increase in federal financial aid is now threatened. The Trump Administration has proposed cutting Pell Grants by \$4 billion for fiscal year 2018, while the House Appropriations Committee has proposed a \$3.3 billion cut. Similarly, the House Budget Committee's 2018 budget resolution calls for eliminating a significant portion of Pell Grant funding altogether, reducing the maximum award for the 2018 school year from \$5,920 to \$4,860 — an 18 percent cut.<sup>[48]</sup>

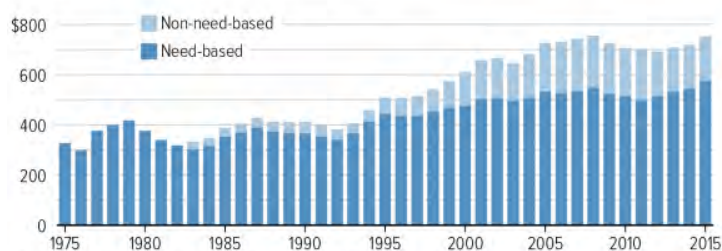
## Over Time, State-Based Financial Aid Has Shifted From Need to Merit

States, too, provide financial aid to help students afford college. It is typically divided into two broad categories: need-based (awarded to students who have demonstrated financial need and might otherwise struggle to afford college) and merit-based (awarded to students regardless of financial need). Eligible students are awarded merit aid based off prior academic achievement such as high school GPA, college entry exam scores, or some combination of the two.

State financial aid is primarily need-based, though merit-based aid has grown as a share of state support over the last two decades, from 10 percent during the 1990s to 24 percent in the 2015 school year.<sup>[49]</sup> (See Figure 10.) Overall state aid (need- and merit-based) per student peaked during the 2008 school year, just prior to the recession.<sup>[50]</sup> Then, even as states reduced funding for public two- and four-year schools, they also cut back on financial aid, which fell each year on a per-student basis until the 2012 school year. Since then, states have slowly reinvested in their state aid programs and need-based aid per student is now back above pre-recession levels. Merit-aid per student has not similarly recovered, however, and overall state-based financial aid per student is still roughly 4 percent below what it was just prior to the recession. In 2015, the most recent year for which these data are available, total state aid per pupil covered 8 percent of total tuition, down from 11 percent in 2007-08.<sup>[51]</sup>

### Need-Based Aid Has Shrunk as Share of Total State Aid For Higher Education

Average state grant per undergraduate student, in 2014 dollars



Source: College Board, "Trends in Student Aid, 2016," Figure 21A

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The growth of merit-based grants as a share of state-funded aid has created concern that they disproportionately go to students who would likely attend college anyway and, on average, shift limited state resources away from lower-income students.<sup>[52]</sup> Proponents of merit-based aid, on the other hand, argue that it incentivizes high-achieving students to stay in-state for college, with the idea that they would then graduate, find jobs, and contribute to the state's economy. Studies do show that, on average, offering merit-based aid can encourage certain students who would have

attended college elsewhere to remain in state, but the effectiveness of such programs depends on the size of the awards and their eligibility criteria.<sup>[53]</sup>

Need-based aid aims primarily to expand access to higher education to low-income students who may otherwise not attend college at all or would fail to graduate without the additional assistance. Dollar for dollar, the return on state investment is significant. Research indicates that a \$1,000 increase in a student's financial aid reduces the student's likelihood of dropping out of college by 9.2 percentage points.<sup>[54]</sup> To help more young people reach their full potential — and, in turn, boost the state's economy and quality of life — policymakers should target aid dollars at students on the margins and those most hampered by limited resources.

## Low-Income Students Still Struggle with Debt

Federal and state financial aid has lessened the impact of tuition and fee increases on students from families with low incomes. However, the overall average cost of attending college has risen for these students, because room and board costs have increased, too. As a result, between 2008 and 2012 the net cost of attendance for low-income students rose by 12 percent at four-year public institutions and by 4 percent at public community colleges.<sup>[55]</sup>

Because grants and tax credits rarely cover the full cost of college attendance, most students — students of color and low-income students in particular — borrow. Among students graduating with a bachelor's degree in 2012, 79 percent of those from families with incomes in the bottom quarter had student loans, compared with 55 percent of those from families in the top income quarter.<sup>[56]</sup> In the same year, more than 80 percent of graduating African American students borrowed at public institutions, compared with 64 percent of graduating students overall.<sup>[57]</sup>

Further, the share of students graduating with debt has risen since the start of the recession. Between the 2008 and 2015 school years, the share of students graduating with debt from a public four-year institution increased from 55 percent to 60 percent. The average amount of debt incurred by a bachelor's degree recipient with loans at a public four-year institution grew as well, to \$26,800 from \$21,226 (in 2015 dollars), an increase of 26 percent. By contrast, the average level of debt incurred rose only about 1 percent in the six years prior to the recession.<sup>[58]</sup>

In short, at public four-year institutions, a greater share of students are taking on larger amounts of debt. By the first quarter of 2017, student debt totaled \$1.34 trillion — more than the United States population's credit card debt and lines of credit for home equity *combined*.<sup>[59]</sup>

Yet, while college loan burdens have increased significantly for students at public four-year institutions, the significant run-up in debt levels has been driven in large part by a growing share of students attending private for-profit institutions — such as Corinthian and the University of Phoenix — and two-year community colleges. In 2000, borrowers entering repayment on student loans from for-profit and two-year institutions made up roughly 30 percent of all borrowers overall, a study from the U.S. Treasury Department and Stanford University researchers found. By 2011, that share had risen to nearly half. For-profit institutions have been such a driving force that in 2014, eight of the top ten and 13 of the top 25 institutions whose students owe (collectively) the most in federal student loan debt were for-profit institutions. (See Table 1.) In 2000, only one for-profit made the top 25.<sup>[60]</sup>

**TABLE #1**

### For-Profit Institutions Driving Increase in Student Debt

2000			2014		
Rank	Institution	Total student debt	Rank	Institution	Total student debt
1	New York University	\$2.2B	1	University of Phoenix — Phoenix Campus	\$35.5B

TABLE #1

## For-Profit Institutions Driving Increase in Student Debt

2000			2014		
Rank	Institution	Total student debt	Rank	Institution	Total student debt
2	University of Phoenix — Phoenix Campus	\$2.1B	2	Walden University	\$9.8B
3	Nova Southeastern University	\$1.7B	3	Nova Southeastern University	\$8.7B
4	Pennsylvania State University	\$1.7B	4	DeVry University — Illinois	\$8.2B
5	University of Southern California	\$1.6B	5	Capella University	\$1.6B
6	Ohio State University — Main Campus	\$1.5B	6	Strayer University — Global Region	\$1.5B
7	Temple University	\$1.5B	7	Kaplan University — Davenport Campus	\$1.5B
8	Arizona State University	\$1.4B	8	New York University	\$1.4B
9	Michigan State University	\$1.3B	9	Argosy University — Chicago	\$1.3B
10	University of Minnesota — Twin Cities	\$1.3B	10	Ashford University	\$1.3B

Note: For-profit institutions are shaded gray. Source: Adam Looney and Constantine Yannelis, "A Crisis in Student Loans? How Changes in the Characteristics of Borrowers and in the Institutions They Attend Contributed to Rising Loan Defaults," Brookings Papers on Economic Activity, Fall 2015, Table 5.

<http://www.brookings.edu/~media/projects/bpea/fall-2015/looneytextfallbpea.pdf>

## Funding Cuts and Tuition Increases Jeopardize Students' and States' Economic Futures

Reducing college access and graduation rates hurts more than just students. College attainment has grown increasingly important to long-term state and national economic outcomes.

Entire communities benefit when more residents have college degrees. For instance, studies link higher educational attainment with lower crime rates, more civic participation, and better health.<sup>[61]</sup> Areas with highly educated residents tend to attract strong employers that pay competitive wages. Those employees, in turn, buy goods and services in the community, broadly benefitting the local economy. As a result, the wages of workers at *all* education levels are higher in metropolitan areas with high concentrations of college-educated residents, economist Enrico Moretti of the University of California at Berkeley finds.<sup>[62]</sup> This implies that a highly educated workforce can boost an area's economic success.

The economic importance of higher education will likely continue growing. Georgetown University researchers projected in 2013 that by 2020, nearly two-thirds of all jobs will require at least some college education, up from 59 percent in 2007.<sup>[63]</sup>

The study further projects that, without significant new investment, the nation's education system will not keep pace with the rising demand for educated workers. By 2020, it will produce 5 million fewer college graduates than the labor market will need.<sup>[64]</sup>

The increase in student debt also has important implications for the broader economy, especially the impact on students who incur debt but do not graduate.<sup>[65]</sup> Research finds that higher student debt levels are associated with lower homeownership rates among young adults; can reduce the probability of graduation, particularly for students from lower-income families; and reduce the likelihood that graduates with majors in science, technology, engineering, and mathematics will go on to the further academic study often needed to obtain advanced positions in those fields.<sup>[66]</sup>

Rising debt levels may also prevent some young adults from starting businesses. Many entrepreneurs rely heavily on personal debt to help launch their small businesses, and rising levels of student loan debt may make it more difficult to obtain loans or other lines of credit necessary for launching a startup. Looking at the period from 2000 to 2010, researchers from the Federal Reserve Bank of Philadelphia found that as student loan debt rose, net business formation of the smallest businesses (those employing four or fewer people) fell.<sup>[67]</sup>

These findings suggest that states should expand college access and increase college graduation rates to help build a strong middle class and develop the entrepreneurs and skilled workers needed to compete in today's global economy. They suggest further that the severe cuts in higher education funding in many states since the start of the recession will make it harder to achieve those goals.

## **Budget Choices Will Determine Whether States Can Rebuild Higher Education**

States have attempted to reinvest in public higher education in recent years but must do much more to fully restore the cuts sustained during and immediately following the Great Recession. In order to do so, state lawmakers will need to reject calls for costly and ineffective tax cuts, and many will need to raise additional revenue.

The need for new revenue is especially pronounced given the significant revenue shortfalls that many states face or will soon face. Due in part to lower-than-expected revenue growth from state sales taxes and capital gains, falling energy prices, and previously enacted tax cuts, 33 states faced revenue shortfalls either in the 2017 fiscal year or in the current 2018 fiscal year (and some have experienced shortfalls in both).<sup>[68]</sup>

States will also face tough decisions around dealing with federal policy changes. President Trump's 2018 budget contains deep cuts to programs and services that states and localities deliver. In 2018 alone, states and localities would need an additional \$44 billion to keep programs funded at existing levels.<sup>[69]</sup>

Every year, state policymakers face the challenge of adequately funding a host of important public priorities. Elementary and secondary education, like higher education, experienced significant cuts in many states during and after the recession.<sup>[70]</sup> The nation's system of roads and bridges and other infrastructure is in dire need of new public investments.<sup>[71]</sup> Human services that reduce poverty and help families rise into the middle class remain crucial at a time of slow wage growth and high levels of child poverty. And while states can achieve savings through corrections reforms, they will need much of those savings for drug treatment and other services that help people avoid crime in the future. Those areas account for more than 70 percent of state funding; the rest of state budgets pay for environmental protection, state court systems, and other essential areas.<sup>[72]</sup>

This means that to renew state investment in higher education — and prevent further disinvestment — states should reject calls for tax cuts and may want to consider options for new revenues. These revenues could come, for example, from repealing ineffective tax deductions, exemptions, and credits; rolling back past years' tax cuts; or raising certain tax rates.<sup>[73]</sup>

Tax cuts are often sold as a recipe for economic growth. But to the extent that they prevent investments in higher education that would improve college access and graduation rates and reduce student debt, they could have a net negative effect on the economy.

## **Conclusion**

States have cut higher education funding deeply since the start of the recession. These cuts partly reflected policymakers' decision to rely overwhelmingly on spending cuts rather than revenue increases to make up for lost

revenues. A more balanced mix of spending cuts and revenue increases could have lessened the need for higher education funding cuts.

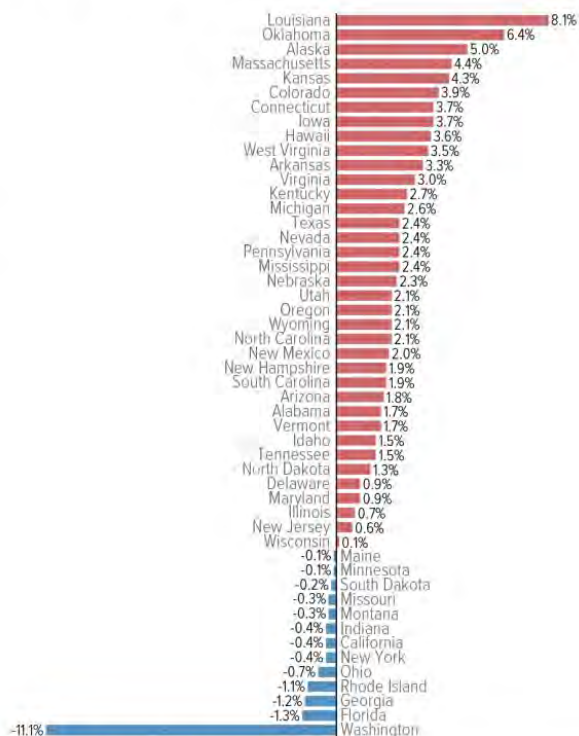
These reductions in support have hurt states' higher education systems. Public colleges have both steeply increased tuition and pared back academic opportunities, often in ways that may compromise the quality of education and jeopardize student success. Students are paying more through increased tuition and are taking on more debt.

For states to sustain investment in higher education and promote college affordability and quality, state tax and budget choices over the coming years must recognize the importance of investing in human capital and quality education. A slow economic recovery and the need to reinvest in other services that states have also cut deeply mean that many states will need to raise revenue to rebuild their higher education systems. At the very least, states must avoid shortsighted tax cuts that would make it much harder for them to invest in higher education, strengthen the skills of their workforce, and create the jobs of the future.

## Appendix

### Most States Modestly Increased Tuition Over Last School Year

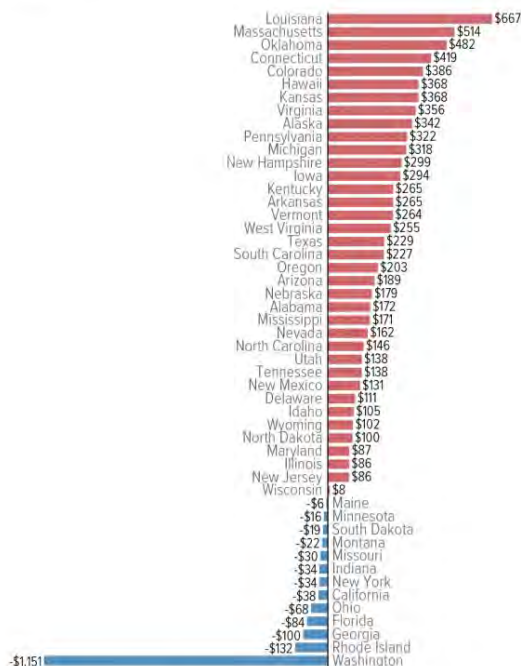
Percent change in average tuition at public, four-year colleges, inflation adjusted, 2016-2017



Source: College Board, "Trends in College Pricing," 2016. Years are fiscal years.

### Most States Modestly Increased Tuition Over Last School Year

Change in average tuition at public, four-year colleges, inflation adjusted, 2016-2017



Source: College Board, "Trends in College Pricing," 2016. Years are fiscal years.

## APPENDIX TABLE #1

**Change in State Higher Education Appropriations, Enrollment, and Appropriations Per Student, 2007-08 School Year to 2016-17 School Year**

	2007 - 2008	2016 - 2017	Change	Percent Change
<b>State Appropriations for Higher Education</b>	\$91,095,877,493	\$82,229,947,433	-\$8,865,930,061	-9.7%
<b>Full-Time-Equivalent Enrollment at Public Colleges and Universities</b>	10,028,971	10,769,357	740,386	7.4%
<b>State Appropriations Per Full-Time-Enrolled Student</b>	\$9,083	\$7,636	-\$1,448	-15.9%

Note: Wisconsin was excluded from this analysis because the data necessary to make a valid comparison was not available. Since enrollment data is only available through the 2015-2016 school year, enrollment data for 2015-16 is an estimate based on data from past years. Sources: Education appropriations data comes from the Grapevine survey conducted by Illinois State University, enrollment data comes from the State Higher Education Executive Officers Association. Illinois data is provided by Illinois Voices for Children. Dollar figures adjusted for inflation using the consumer price index.

Topics:

[State Budget and Tax](#)

## End Notes

<sup>[1]</sup> Nicholas Camilien and David Schupak helped gather data for this report.

<sup>[2]</sup> Elizabeth McNichol and Samantha Waxman, “Many States Face Revenue Shortfalls: States Can Take Steps to Strengthen Their Tax Systems and Reserves,” Center on Budget and Policy Priorities, March 20, 2017, <http://www.cbpp.org/research/state-budget-and-tax/many-states-face-revenue-shortfalls>.

<sup>[3]</sup> This paper uses CPI-U-RS inflation adjustments to measure real changes in costs. Over the past year, the CPI-U-RS increased by 1.25 percent. We use the CPI-U-RS for the calendar year that begins the fiscal/academic year. Unless noted, all figures in this paper are adjusted for inflation.

<sup>[4]</sup> Wisconsin was excluded from this analysis. In the 2013-15 biennial budget, Wisconsin state lawmakers changed the funding model for Wisconsin’s Technical College System, shifting support from the local property tax to state General Purpose Revenue. This change reflects a shift of roughly \$406 million in annual support from the local to state levels in Wisconsin but did not result in an overall increase in support for Wisconsin’s higher education institutions. Excluding this shift, per-student funding fell by \$1,626, or 24.8 percent, over 2008-2017.

<sup>[5]</sup> CBPP calculation using the “Grapevine” higher education appropriations data from Illinois State University, enrollment data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Since enrollment data are available only through the 2016 school year, enrollment for the 2017 school year is estimated using data from past years.

<sup>[6]</sup> Illinois was excluded from the 2016-2017 analysis because Illinois did not pass a full funding bill for higher education in fiscal year 2016.

<sup>[7]</sup> State Higher Education Executive Officers Association, “State Higher Education Finance: FY2016,” April 2017, p. 18, [http://sheeo.org/sites/default/files/SHEEO\\_SHEF\\_2016\\_Report.pdf](http://sheeo.org/sites/default/files/SHEEO_SHEF_2016_Report.pdf).

<sup>[8]</sup> Calculated from College Board, “Trends in College Pricing 2016: Average Tuition and Fee and Room and Board Charges, 1971-72 to 2016-17 (Enrollment-Weighted),” Table 2, <http://trends.collegeboard.org/college-pricing>.

<sup>[9]</sup> Calculated from “Trends in College Pricing 2016,” Table 2, and the Census Bureau’s “Income, Poverty and Health Insurance Coverage in the United States: 2015,” September 2016, Table A-1, <http://www.census.gov/content/dam/Census/library/publications/2014/demo/p60-249.pdf>.

<sup>[10]</sup> Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, “Recovery: Job Growth and Education Requirements through 2020,” Georgetown University Center on Education and the Workforce, June 2013, <https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6>.

<sup>[11]</sup> McNichol and Waxman.

<sup>[12]</sup> State Higher Education Executive Officers Association, April 2017.



<sup>[13]</sup> CBPP calculation using the “Grapevine” higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Since enrollment data are only available through the 2016 school year, we have estimated enrollment for the 2017 school year using data from past years. The Illinois system of higher education operated without state appropriations for much of the 2017 school year. In June 2016, the legislature approved \$1 billion in higher education funding that could be used for expenses in fiscal year 2016 and the first half of fiscal year 2017. To calculate the amount dispersed for 2017, we spread the \$1 billion across the 18-month period (applying two-thirds to 2016 and the rest to fiscal year 2017). In July 2017 lawmakers approved an additional \$1.2 billion in funding for the 2017 school year such that the final fiscal year 2017 appropriation totals roughly \$1.5 billion.

<sup>[14]</sup> CBPP analysis of Census quarterly state and local tax revenue, <http://www.census.gov/govs/qtax/>.

<sup>[15]</sup> See, for example, “National Postsecondary Enrollment Trends: Before, During and After the Great Recession,” National Student Clearinghouse Research Center, July 2011, p. 6,

<http://pas.indiana.edu/pdf/National%20Postsecondary%20Enrollment%20Trends.pdf>. A survey by the American Association of Community Colleges (AACC) indicated that increases in Fall 2009 enrollment at community colleges were, in part, due to workforce training opportunities; see Christopher M. Mullin, “Community College Enrollment Surge: An Analysis of Estimated Fall 2009 Headcount Enrollments at Community Colleges,” AACC, December 2009, <http://files.eric.ed.gov/fulltext/ED511056.pdf>.

<sup>[16]</sup> State Higher Education Executive Officers Association, April 2017. While full-time-equivalent enrollment at public two- and four-year institutions is up since fiscal year 2008, between 2014 and 2015 it remained relatively flat after a slight decline in 2013.

<sup>[17]</sup> National Center for Education Statistics, Enrollment in public elementary and secondary schools, by level and grade: Selected years, fall 1980 through fall 2026, Table 203.10,

[https://nces.ed.gov/programs/digest/d16/tables/dt16\\_203.10.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_203.10.asp).

<sup>[18]</sup> CBPP analysis of data from U.S. Department of Justice, Bureau of Justice Statistics.

<sup>[19]</sup> Costs reported above include both published tuition and fees. Average tuition and fee prices are weighted by full-time enrollment.

<sup>[20]</sup> As noted earlier, this and other figures in this report have been adjusted for inflation. Of states with increased tuition, the average tuition increased \$242, or 2.6 percent.

<sup>[21]</sup> CBPP analysis using College Board, “Trends in College Pricing 2016,”

[https://trends.collegeboard.org/sites/default/files/2016-trends-college-pricing-web\\_1.pdf](https://trends.collegeboard.org/sites/default/files/2016-trends-college-pricing-web_1.pdf). See appendix for fiscal years 2016-17 change in average tuition at public four-year colleges.

<sup>[22]</sup> CBPP analysis using College Board, “Trends in College Pricing 2016,”

[https://trends.collegeboard.org/sites/default/files/2016-trends-college-pricing-web\\_1.pdf](https://trends.collegeboard.org/sites/default/files/2016-trends-college-pricing-web_1.pdf). In non-inflation-adjusted terms, average tuition is up \$3,459 over this period.

<sup>[23]</sup> *Ibid.*

<sup>[24]</sup> *Ibid.*

<sup>[25]</sup> CBPP calculations using State Higher Education Executive Officers data.

<sup>[26]</sup> For a more detailed account of university cuts, see Michael Mitchell, Vincent Palacios, and Michael Leachman, “States Are Still Funding Higher Education Below Pre-Recession Levels,” Center on Budget and Policy Priorities, May 1, 2014, <http://www.cbpp.org/cms/?fa=view&id=4135>.

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<sup>[28]</sup> Sam Zeff, “Kansas Higher Education Takes a Bigger Than Expected Cut, Tuition Could Go Higher,” KCUR, May 18, 2016, <http://kcur.org/post/kansas-higher-education-takes-bigger-expected-cut-tuition-could-go-higher#stream/0>.

<sup>[29]</sup> Linda Blackford, “KCTCS cuts 500 faculty, staff positions,” *Lexington Herald-Leader*, May 18, 2016, <http://www.kentucky.com/news/local/education/article78360412.html>.

<sup>[30]</sup> Heath Haussamen, “NMSU releases list of jobs being eliminated,” *Las Cruces Sun-News*, July 29, 2016, <http://www.lcsun-news.com/story/news/education/nmsu/2016/07/29/nmsu-releases-list-jobs-being-eliminated/87730818/>.

<sup>[31]</sup> State Higher Education Executive Officers Association, “State Higher Education Finance: FY2016,” 2017, p. 25, Figure 5, [http://sheeo.org/sites/default/files/SHEEO\\_SHEF\\_2016\\_Report.pdf](http://sheeo.org/sites/default/files/SHEEO_SHEF_2016_Report.pdf).

<sup>[32]</sup> State Higher Education Executive Officers Association, April 2017; government funding includes both state and local funding sources.

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[40] In a 2008 piece, Georgetown University scholar Anthony Carnevale pointed out that “among the most highly qualified students (the top testing 25 percent), the kids from the top socioeconomic group go to four-year colleges at almost twice the rate of equally qualified kids from the bottom socioeconomic quartile.” Anthony P. Carnevale, “A Real Analysis of Real Education,” *Liberal Education*, Fall 2008, p. 57.

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[47] CBPP calculation using “Trends in College Pricing 2016,” October 2016, Table 7, <https://trends.collegeboard.org/sites/default/files/2016-trends-college-....>

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- <sup>[55]</sup> College Board, “Net Tuition and Fees, Net Room and Board and Other Costs, and Total Grant Aid in 2011 Dollars by Family Income, Full-Time Dependent Students at Public Institutions, 1999-2000, 2003-04, 2007-08, and 2011-12,” Figure 2013\_12, October 2014, <http://trends.collegeboard.org/sites/default/files/trends-college-pricing-web-final-508-2.pdf>.
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<sup>[71]</sup> Elizabeth McNichol, “It’s Time for States to Invest in Infrastructure,” Center on Budget and Policy Priorities, updated August 10, 2017, <http://www.cbpp.org/research/state-budget-and-tax/its-time-for-states-to-invest-in-infrastructure>.

<sup>[72]</sup> Data from the National Association of State Budget Officers.

<sup>[73]</sup> Nicholas Johnson and Michael Leachman, “Four Big Threats to State Finances Could Undermine Future U.S. Prosperity,” Center on Budget and Policy Priorities, February 14, 2013, <http://www.cbpp.org/research/four-big-threats-to-state-finances-could-undermine-future-us-prosperity>

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From the Denver Business Journal:

<https://www.bizjournals.com/denver/news/2018/08/02/colorado-colleges-ranking.html>

# Another ranking of Colorado colleges comes out and there's a new leader

Aug 2, 2018, 11:00am MDT

A new ranking of Colorado Colleges was released and there's a new leader atop the leaderboard.

In the latest ranking by Schools.com, Colorado State University in Fort Collins was ranked No. 1.

Schools.com said its methodology included: tuition fees, grants and financial aid awarded, debt of graduates, student loan repayment rates, number of degrees offered, student retention rates, graduate rates, and other criteria.

It was only yesterday that another ranking came out and Colorado Colleges in Colorado Springs was ranked No. 1.



JOHN EISELE/COLORADO STATE UNIVERSITY PHOTOGRAPHY

The Colorado State University Administration Building has a "Go Green" banner hanging in honor of the new students.

A North Carolina company called College Consensus, which describes itself as a college ranking website, said its rankings were compiled by using "the most respected college ranking systems with thousands of real student reviews." In the College Consensus rankings, Colorado State was ranked No. 5.

In Schools.com's rankings, following Colorado State University were: University of Denver; University of Colorado Boulder; Regis University; University of Northern Colorado; Colorado School of Mines; University of Colorado Denver/Anschutz Medical Campus; University of Colorado Colorado Springs; Colorado Christian University; and Colorado College.

Colorado School of Mines has done well in other rankings.

In March, Colorado School of Mines was ranked the top college in the state by American City Business Journals, parent of the Denver Business Journal. In that report, "rankings are based on a 22-part formula that analyzes the latest data from the National Center for Education Statistics and the U.S. Census Bureau."

Last September, Colorado School of Mines was ranked tops in the state by U.S. News & World Report's 2018 rankings of the best colleges in the U.S.

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