

BOARD OF GOVERNORS
December 5-6, 2018
CSU Denver Center, 2nd Floor
475 17th Street, Denver

WEDNESDAY, DECEMBER 5, 2018

Board of Governors Breakfast, 2 nd Floor Atrium	8:30 a.m. – 9:00 a.m.
COMMENCE BOARD MEETING – CALL TO ORDER	9:00 a.m. – 4:00 p.m.
1. PUBLIC COMMENT	9:00 a.m. – 9:15 a.m.
2. BOARD CHAIR’S AGENDA	9:15 a.m. – 9:20 a.m.
3. AUDIT AND FINANCE COMMITTEE	9:20 a.m. – 11:35 a.m.
<u>Jane Robbe Rhodes, Chair</u>	
<i>Audit Items</i>	
<ul style="list-style-type: none">• Status of FY 2018-2019 Audit Plan• Review of Audit Reports Issued• Past Due Audit Recommendations	
<i>Finance Items</i>	
<ul style="list-style-type: none">• Update on CSU-Pueblo Accounting Issues• FY 2020 Governor’s Budget Request• FY 2019 1st Quarter Financial Statements• Campus Budget Presentations with Tuition Discussion• Action on Reserves Report and Withdrawal• Action on Revised State-Funded Capital Construction List• Action on CSURF Capital Lease Annual Renewal• Action on Stadium Net Revenue Resolution• CSU System Debt Capacity Presentation• CSU System Treasury Investment Report	
LUNCH, 2nd Floor Atrium	11:35 a.m. – 12:20 p.m.
4. COLORADO STATE UNIVERSITY REPORTS	12:20 p.m. – 1:15 p.m.
<ul style="list-style-type: none">• Student Report – Presented by Tristan Syron• Faculty Report – Presented by Margarita Lenk• President’s Report – Presented by Tony Frank	
5. CSU-PUEBLO REPORTS	1:15 p.m. – 2:05 p.m.
<ul style="list-style-type: none">• Student Report – Presented by Wes Taylor• Faculty Report – Presented by Susan Belport• President’s Report – Presented by Tim Mottet<ul style="list-style-type: none">• Visioning Update	
6. CSU GLOBAL REPORTS	2:05 p.m. – 2:35 p.m.
<ul style="list-style-type: none">• Student Report – Presented by Dorothy Axelson• Faculty Report – Presented by Barry Smith• President’s Report – Presented by Becky Takeda-Tinker	

BREAK

7. **EXECUTIVE SESSION, 1st Floor Conference Room** 2:50 p.m. – 3:35 p.m.
8. **REAL ESTATE/FACILITIES COMMITTEE, 1st Floor Conference Room** 3:35 p.m. – 4:00 p.m.
Bill Mosher, Chair
Executive Session
- HOLIDAY PARTY, Union Station, 1701 Wynkoop Street, Denver (Social)** 5:00 p.m.
- BOARD OF GOVERNORS DINNER, Morton's The Steakhouse, 1745 Wazee Street, Denver (Social)** 7:00 p.m.

THURSDAY, DECEMBER 6, 2018

- Board of Governors Breakfast, 2nd Floor Atrium 8:30 a.m. – 9:00 a.m.
- RECONVENE BOARD MEETING** 9:00 a.m.
- REAL ESTATE/FACILITIES COMMITTEE – Continued** 9:00 a.m. – 9:10 a.m.
Open Session
Action on Program Plan – National Western Center
9. **STRATEGIC MAPPING UPDATE** 9:10 a.m. – 9:25 a.m.
10. **CHANCELLOR'S REPORT** 9:25 a.m. – 9:40 a.m.
• Action on CSUS Board Training and Best Practices – Policy 130
11. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE** 9:40 a.m. – 10:40 a.m.
Dennis Flores, Chair
- New Degree Programs
 - CSU: Master of Agribusiness Innovation and Management
 - CSU: Master of Conservation Leadership
 - CSU: Doctor of Systems Engineering
 - CSU-Pueblo: B.S. in Health Sciences
 - Sabbatical Requests for 2019-2020 – CSU, CSU-Pueblo
 - Program Review Summary – CSU, CSU-Pueblo
 - Academic Calendar – AY 2019-2020 and AY 2020-2021 – CSU-Pueblo
 - Faculty Manual Changes
 - CSU: Faculty Manual Revision – Section C.2.1.9.3 – C.2.1.9.6
 - CSU: Faculty Manual Revision – Preface and Section H
 - CSU: Faculty Manual Revision – Section E.13
 - Campus Reports:
 - Enrollment and Student Success Report

BREAK

Colorado State University System
Board of Governors Meeting Agenda
December 5-6, 2018

- 12. ANNUAL RESEARCH REPORTS** 10:40 a.m. – 11:30 a.m.
Colorado State University
CSU-Pueblo
CSU-Global Campus
- 13. APPROVAL OF CONSENT AGENDA** 11:30 a.m. – 11:35 a.m.
A. Colorado State University System
Minutes of the October 4, 2018 Meeting and Committee Meetings
Minutes of the October 5, 2018 Meeting and Committee Meetings
B. Colorado State University
Master of Agribusiness Innovation and Management
Master of Conservation Leadership
Doctor of Systems Engineering
Faculty Manual Revision – Section C.2.1.9.3 – C.2.1.9.6
Faculty Manual Revision – Preface and Section H CSU:
Faculty Manual Revision – Section E.13
C. Colorado State University-Pueblo
B.S. in Health Sciences
Academic Calendar – AY 2019-2020 and AY 2020-2021
- 14. BOARD MEETING EVALUATION** 11:35 a.m. – 11:40 a.m.
- 15. EVALUATION COMMITTEE** (*Executive Session*) 11:40 a.m. – 12:40 p.m.
Nancy Tuor, Chair

ADJOURNMENT

12:40 p.m.

Next Board of Governors Board Meeting: February 6-8, 2019, Pueblo

APPENDICES

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

Section 1

Public Comment

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Section 2

Board Chair's Agenda

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Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
December 5, 2018**

Audit

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

Finance

4. *Discussion/Presentation* – FY 2020 Governor's Budget Request 5 min.
5. *Discussion/Presentation* – FY 2019 1st Quarter Financial Statements 5 min.
6. *Discussion/Presentation* – Campus Budget Updates 15 min.
7. *Discussion/Presentation/Action* – Reserves Report and Approval of Reserves Withdrawal 30 min.
8. *Presentation/Action Item* – Revised State-Funded Capital Construction List 5 min.
9. *Presentation/Action Item* – CSURF Capital Lease Annual Renewal 5 min.
10. *Presentation/Action Item* – Stadium Net Revenue Resolution 10 min.
11. *Discussion/Presentation* – CSU System Debt Capacity 30 min.
12. *Discussion/Presentation* – Treasury Investment Report 10 min.

Board of Governors

Audit and Finance Committee

December 5, 2018



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

Item #1

Status of FY 2018-2019 Audit Plan

COLORADO STATE UNIVERSITY SYSTEM

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



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

Institution	Audit Area	Reporting Area	Status	Start Date	Est End Date	Comments
Carry Forward from FY 2017-2018						
CSU	Social Media (IT)	VP Ext Relations	Report No. 19-03	5/1/2018	8/30/2018	
CSU	Data Security-Advancement	VP Advancement	Report No. 19-01	12/11/2017	8/3/2018	
CSU	Facilities-Campus Design & Construction	VPUO				
CSUP	Human Resources (CSU Pueblo)	President	Fieldwork	1/23/2018	1/31/2019	Extended for special projects
CSU	Department Codes-Best Practices	Provost				
CSU	VP Enrollment and Access	Provost				
CSU	Athletics Compliance	President	Report No. 19-04	4/25/2018	10/31/2018	Report issued 11/15/18
CSU	CSURF/CSUF Operating Agreements	President/VPUO	Planning			
CSU	Health Center-Insurance Billing	VPSA				
CSUS	System-wide Strategic Planning-shared Resources	Chancellor				
CSU	Research Integrity & Compliance Review Office	Provost				
CSU	INTO	Provost	Fieldwork	8/1/2018	1/31/2019	End date extended from 11/30 to perform additional testing in an area
CSU	Physical Security/Access to Facilities in On-Campus Programs for Children	President/Safety Committee	Planning			
CSUP	Accounts Receivable (CSU Pueblo)	VPFA				
CSUP	Payroll (CSU Pueblo)	VPFA				
CSUGC	Cloud Computing	President	Fieldwork	9/25/2018	1/31/2019	
CSU	Special Project – Continuous Auditing	Various	Report# 19-02	N/A	N/A	
New for 2018-2019						
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	N/A	N/A	
CSU	CVMBFS Financial and IT Review	Provost	Planning			
CSU	Special Project – College of Business	President/VPUO	Memo	7/2/2018	10/15/2018	Memo issued 11/13/18

**Colorado State University System
Department of Internal Audit
Status of FY 2018-2019 Audit Plan (Cont'd)**

Institution	Audit Area	Reporting Area	Status	Start Date	Est End Date	Comments
CSUP	Special Project – CSUP Capital Accounts	VPFA	Draft Report	6/20/2018	12/31/2018	End date extended from 9/30 to expand scope of work
CSU	Special Project – Advancement	President	Fieldwork	9/6/2018	12/31/2018	End date extended from 11/30 to perform additional testing
All	Special Projects – Other	Various	Ongoing	NA	NA	Issued seven informal memos for various consulting projects

Item #2

Audit Reports and Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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





Colorado State University System
Athletics – Colorado State University

EXECUTIVE SUMMARY
November 14, 2018

Background Information

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

Of the institution’s 16 National Collegiate Athletic Association Division I teams, 11 qualified to compete in academic year 2018 postseason events. The institution’s athletics program claimed two team and 13 individual conference championships, as well as an NCAA title. Its athletes also succeeded as scholars. Eighty-nine of the institution’s approximately 400 student-athletes were recognized as Mountain West Scholar-Athletes. Its athletes also actively participate in the community. In 2017, the institution’s Athletics Department launched the Green & Global initiative in partnership with the institution’s international programs. Student-athletes from six different sports traveled abroad to experience cultural immersion, social action, and community-based learning. In our local community, student-athletes logged over 5,000 hours of service.

Operating in a complex, regulatory environment with a valuable public relations function, Athletics is committed to effective and efficient procedures while continually striving to improve. In general, the Colorado State University System Internal Auditing Department reviews areas within Athletics annually to assess its systems of control. Athletics and Internal Auditing find value in the reviews and have collaborated to identify areas of risk specific to its operation.

Scope and Objectives

This examination covered the institution’s athletics program activity during the period January 2017 through May 2018. The objectives were to evaluate Athletics’ system of control for ensuring compliance with NCAA regulations and institutional policy in the following areas:

- Determine whether the design and operation of the system of control for disbursing Athletics scholarship aid ensures compliance with NCAA regulations and institutional requirements.
- Assess whether the design and operation of the system of control for student-athlete recruiting ensures coaches and other staff members comply with NCAA regulations and institutional requirements.
- Determine whether the design and operation of the system of control for Athletics sport camps (specifically Track camp) ensures compliance with NCAA regulations, institutional requirements and prudent financial management.
- Evaluate whether Athletics has implemented a system of control to encourage a culture of safety integrating institutional and NCAA policies and education for interpersonal violence prevention.
- Assess whether the design and operation of the system of control for travel and related taxable benefits ensures compliance with NCAA regulations, institutional requirements, and prudent financial management.
- Evaluate whether the design of the system of control for ticketing ensures compliance with NCAA regulations, institutional requirements, and prudent financial management.
- Assess whether the design and operation of the system of control for student-athlete transfer and continuing eligibility status ensures compliance with NCAA regulations and institutional requirements.

Findings and Conclusions

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

We noted that Athletics has improved its procedures and documentation each year and seems dedicated to implementing control systems that reduce the institution's risk. The compliance system of control for the athletics program is generally adequate. A summary of the conclusions for each of the objectives is as follows:

- Athletics Scholarship Aid: we determined there is a system of control for scholarship aid. We made one recommendation to strengthen internal control in this area and to further mitigate risk.
- Student-Athlete Recruiting: we determined there is a system of control for recruiting. We made one recommendation to strengthen internal control in this area and to further mitigate risk.
- Sport Camps: we determined there is a system of control for sport camps. We made one recommendation to strengthen internal control in this area and to further mitigate risk.
- Culture of Safety: we determined Athletics has implemented a system of control integrating NCAA, institutional policies, and education for interpersonal violence prevention. We made one recommendation to strengthen internal control in this area and to further mitigate risk.
- Travel: we determined there is a system of control for travel. We made two recommendations to strengthen internal control in this area and to further mitigate risk.
- Ticketing: we determined there is a system of control that adequately ensures Athletics ticketing activities comply with NCAA regulations, institutional requirements and prudent financial management. Internal Auditing found documented policies and procedures that mitigate risk to reasonable level.
- Eligibility (Transfer and Continuing): we determined there is a system of control for eligibility that adequately ensures compliance with NCAA regulations and institutional

requirements. Internal Auditing found documented procedures and effectively functioning controls mitigating risk to a reasonable level.

We made the following recommendations based on the audit findings:

1. To mitigate NCAA compliance risk, the Senior Associate Director of Operations for the Office of Financial Aid should collaborate with the Athletics Compliance Office to develop a means to continuously monitor student-athlete aid disbursements and changes to enrollment costs throughout the term.
2. To mitigate the risk of non-compliance with institutional policy and NCAA regulation, the Deputy Director of Athletics should ensure that all recruiting expense transactions are approved by the Athletics Compliance Office, supported with documentation, and reconciled to activity records in the compliance database.
3. To mitigate the risk of non-compliance with NCAA regulation, the Deputy Director of Athletics should ensure reconciliations of sport camp revenue to attendee lists are performed and reconciling items are promptly resolved in consultation with the Athletics Compliance Office.
4. As a resource for its student-athletes, the Director of Athletics should consider seeking budget authority to add a female Health Network counselor.
5. The Deputy Athletics Director should collaborate with the institution's Travel Desk Manager to determine a process for reimbursing meal per diems that mitigates risk of non-compliance with institutional policy to a reasonable level and that can be efficiently performed.
6. To mitigate the risk of non-compliance with institutional policy and taxing authority regulation, the Deputy Director of Athletics should ensure that adequate documentation supports the benefits to the institution of non-employee travel expenses in consultation with the institution's Tax Manager.

Item #3

Past Due Audit Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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





Internal Auditing

All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
18-04	Financial Commitments	CSU	1	The Vice President for University Operations should evaluate current policies and procedures to ensure that they adequately address roles and responsibilities over financial commitments.	Agreed. We will develop a financial policy to address this specific issue. This policy will include forms that provide for appropriate forms and attestations regarding the ability to meet the respective commitment.	9/30/2018	12/31/2018
18-04	Financial Commitments	CSU	2	The VPUO should consider requiring colleges to certify on financial commitment forms that they have the financial resources to meet all of their obligations, including the intended expenditures represented by its individual DFC/ICF request for funds.	Agreed. See response to Recommendation 1.	9/30/2018	12/31/2018
18-05	Veterinary Teaching Hospital	CSU	1	...Document financial control processes for account reconciliations, accounts receivable, invoicing revenue, processing cash receipts, accounting for central supply, and pharmacy inventories.	Agree - The VTH is in the process of documenting SOP's (Standard Operating Procedures) for all these areas as part of our StringSoft Hospital Management System implementation.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	2	...Ensure that there is an audit trail, whether in the patient file or electronically in the system, for all invoice charges.	Agree - The StringSoft system will allow better tracking by having all information in one system. We will be able to view fee estimates, signed client approvals, treatments and charges to ensure we are capturing all charges appropriately.	11/1/2018	10/01/2019

18-05	Veterinary Teaching Hospital	CSU	3	With the implementation of StringSoft, it is recommended that the VTH Business Officer fully automate the discount process.	Agree - StringSoft will allow us to flag accounts up front for a specific discount type to be automatically applied to the invoice.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	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.	Agree – VTH will be spot-checking all aspects of the new StringSoft system to ensure accuracy and functionality both before and after go-live.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	5	...Enhance compensating controls by implementing analytical procedures to monitor and track monthly supply expenses for the individual departments. This oversight function should be separate from the functions related to maintaining the supply inventory.	Agree – VTH will work with StringSoft and the University data mining tool to create monitoring reports of supplies purchased versus sold. This reporting will flow through the Director's Office to maintain separation of duties.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	6	...Consider including non-formulary items in the inventory system. This would allow for better tracking of the purchases and usage of the non-formulary item, as well as improved controls over the accuracy of pricing and billing for this item.	Agree - VTH is currently working with StringSoft to develop a process for compounding and non-formulary items to be part of the inventory system.	11/1/2018	10/01/2019

Item #4

FY 2020 Governor's Budget Request

\$120.9 million General Fund to increase affordability for students and families and to improve outcomes for students. \$97.7 million will go to institutions and governing boards; \$23.3 million for need-based financial aid. The CSU system will receive \$19.4 million in new funding.

No increase in resident, undergraduate tuition rates in FY 2020.

\$6.5 million for the Colorado Teachers Scholarship to address the teacher shortage in Colorado. CSU institutions would be eligible to receive block grants of \$4,000 per student per year.

\$74.2 million in Capital Construction Projects for Higher Education including CSU Shepardson Building Renovation and Addition (\$13.5M).

COLORADO STATE UNIVERSITY SYSTEM

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



Item #5

FY 2019 1st Quarter Financial Statements

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University System							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2017 Actual Reclassified	FY 2018 Actual	FY 2019 Original Budget	FY 2019 YTD Budget Q1	FY 2019 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 545,431,434	571,010,675	621,270,963	283,311,130	283,617,801	306,671	0.1%
State fee for service revenue	91,242,115	95,717,933	105,711,722	26,452,929.25	26,452,929.00	(0)	0.0%
Grants and contracts	305,307,020	332,802,352	339,922,274	86,089,124	86,813,607	724,483	0.8%
Sales and services of educational activities	41,496,949	42,922,642	46,054,004	10,769,267	10,697,248	(72,019)	-0.7%
Auxiliary enterprises	175,045,274	193,005,436	206,306,396	83,706,359	83,660,836	(45,523)	-0.1%
Other operating revenue	10,021,736	12,122,366	11,403,870	1,955,803	2,172,642	216,839	11.1%
Total operating revenues	1,168,544,529	1,247,581,404	1,330,669,231	492,284,613	493,415,063	1,130,450	0.2%
Operating expenses							
Instruction	382,657,163	428,022,739	386,413,010	70,690,787	69,934,673	756,114	1.1%
Research	233,438,161	250,497,950	225,342,516	48,609,055	48,493,457	115,598	0.2%
Public service	119,404,418	144,127,726	147,875,449	34,712,464	35,063,016	(350,552)	-1.0%
Academic support	105,463,912	116,202,145	104,847,801	27,079,638	26,136,570	943,068	3.5%
Student services	72,517,789	74,664,157	75,220,278	18,357,753	17,764,388	593,365	3.2%
Institutional support	87,360,727	96,562,329	76,370,101	22,288,541	21,751,593	536,948	2.4%
Operation and maintenance of plant	86,428,502	101,249,192	90,612,050	19,901,535	20,117,135	(215,600)	-1.1%
Scholarships and fellowships	30,820,500	31,439,355	36,078,901	13,121,909	12,373,078	748,831	5.7%
Auxiliary enterprises	167,710,196	192,587,787	174,645,248	39,973,937	39,893,434	80,503	0.2%
Depreciation	89,606,551	90,826,429	105,374,257	24,527,209	24,620,009	(92,800)	-0.4%
Total operating expenses	1,375,407,919	1,526,179,809	1,422,779,611	319,262,827	316,147,353	3,115,474	1.0%
Operating Income (Loss)	(206,863,392)	(278,598,406)	(92,110,380)	173,021,786	177,267,710	4,245,924	2.5%
Non-operating revenues (expenses)							
State appropriations	899,256	4,568,204	2,850,000	-	-	-	
Gifts	48,858,472	82,623,889	48,507,931	11,009,034	11,007,218	(1,816)	0.0%
Investment income	1,072,129	3,791,683	4,781,403	1,986,549	2,080,137	93,588	4.7%
Interest expense on capital debt	(31,476,637)	(41,586,860)	(46,829,475)	(11,382,759)	(11,387,846)	(5,087)	0.0%
Federal nonoperating grants and contracts	41,735,924	45,646,259	46,836,717	18,507,093	17,667,026	(840,067)	-4.5%
Other nonoperating revenues (expenses)	4,254,660	(14,180,465)	7,438,935	1,778,158	1,770,919	(7,239)	-0.4%
Net nonoperating revenues	65,343,805	80,862,709	63,585,511	21,898,074	21,137,454	(760,620)	-3.5%
Income (Loss) Before other revenues	(141,519,585)	(197,735,695)	(28,524,870)	194,919,860	198,405,164	3,485,304	1.8%
Other revenues (expenses)							
Student facility fees	14,116,182	14,026,716	15,044,882	7,391,183	7,365,156	(26,027)	-0.4%
State capital contributions	30,183,415	61,286,765	17,578,277	791,000	789,293	(1,707)	-0.2%
Capital grants	7,181,480	4,662,201	4,999,017	1,403,250	1,402,895	(355)	0.0%
Capital gifts	7,755,056	53,045,371	15,600,000	1,404,000	1,405,505	1,505	0.1%
Payments (to)/from governing boards or other institutions	228,043	2,504,402	3,948,097	2,255,341	2,255,728	387	0.0%
Reserve transfers within the CSU System	-	-	-	-	-	-	
Additions to permanent endowments	1,288,142	586,558	1,122,706	-	-	-	
Total other revenues	60,752,318	136,112,012	58,292,979	13,244,775	13,218,577	(26,198)	-0.2%
Increase (decrease) in net position	\$ (80,767,267)	(61,623,684)	29,768,109	208,164,635	211,623,741	3,459,106	1.7%

Colorado State University							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2017 Actual Reclassified	FY 2018 Actual	FY 2019 Original Budget	FY 2019 YTD Budget Q1	FY 2019 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 425,724,368	447,260,236	482,507,892	243,647,644	244,929,507	1,281,863	0.5%
State fee for service revenue	82,273,548	85,522,074	94,335,881	23,608,968	23,608,968	-	0.0%
Grants and contracts	292,486,905	323,486,171	330,318,213	81,575,215	82,299,698	724,483	0.9%
Sales and services of educational activities	40,985,925	42,723,525	45,827,004	10,637,607	10,565,588	(72,019)	-0.7%
Auxiliary enterprises	165,385,849	182,882,912	196,200,272	78,956,481	78,868,389	(88,092)	-0.1%
Other operating revenue	6,564,164	7,157,067	7,341,318	1,567,579	1,571,990	4,411	0.3%
Total operating revenues	1,013,420,759	1,089,031,984	1,156,530,581	439,993,494	441,844,139	1,850,645	0.4%
Operating expenses							
Instruction	338,792,708	378,568,218	341,051,312	62,908,862	62,722,224	186,638	0.3%
Research	230,684,645	246,345,636	221,575,008	47,817,832	47,706,709	111,123	0.2%
Public service	118,783,346	143,454,166	147,254,942	34,480,745	34,832,281	(351,536)	-1.0%
Academic support	92,792,102	101,487,840	89,410,110	22,381,032	22,297,748	83,284	0.4%
Student services	37,644,952	38,242,257	33,011,133	7,438,436	7,538,845	(100,409)	-1.3%
Institutional support	65,628,495	72,464,542	53,403,641	16,358,712	16,234,440	124,272	0.8%
Operation and maintenance of plant	77,185,723	91,410,186	81,785,248	18,533,629	18,770,908	(237,279)	-1.3%
Scholarships and fellowships	12,338,268	15,042,543	16,110,709	6,885,053	6,907,299	(22,246)	-0.3%
Auxiliary enterprises	152,577,317	176,302,082	160,439,034	37,122,310	37,064,363	57,947	0.2%
Depreciation	81,908,996	82,292,540	94,780,796	22,086,001	22,276,127	(190,126)	-0.9%
Total operating expenses	1,208,336,552	1,345,610,011	1,238,821,933	276,012,612	276,350,943	(338,331)	-0.1%
Operating Income (Loss)	(194,915,793)	(256,578,026)	(82,291,352)	163,980,882	165,493,196	1,512,314	0.9%
Non-operating revenues (expenses)							
State appropriations	-	2,768,204	1,050,000	-	-	-	-
Gifts	44,496,156	79,063,467	44,840,696	10,789,000	10,789,268	268	0.0%
Investment income	618,881	3,114,762	2,985,224	1,541,000	1,540,618	(382)	0.0%
Interest expense on capital debt	(28,106,069)	(36,542,614)	(41,530,680)	(10,323,000)	(10,322,917)	83	0.0%
Federal nonoperating grants and contracts	23,759,518	26,216,293	24,436,745	12,179,000	12,179,526	526	0.0%
Other nonoperating revenues (expenses)	4,001,515	(9,907,275)	7,303,104	1,745,000	1,744,630	(370)	0.0%
Net nonoperating revenues	44,770,001	64,712,837	39,085,089	15,931,000	15,931,124	124	0.0%
Income (Loss) Before other revenues	(150,145,792)	(191,865,189)	(43,206,264)	179,911,882	181,424,320	1,512,438	0.8%
Other revenues (expenses)							
Student facility fees	12,404,816	12,528,860	13,516,234	6,581,000	6,581,327	327	0.0%
State capital contributions	28,890,640	59,351,367	16,378,277	491,000	491,210	210	0.0%
Capital grants	7,081,861	4,619,641	4,982,017	1,399,000	1,398,469	(531)	0.0%
Capital gifts	7,664,695	52,996,458	15,600,000	1,404,000	1,403,471	(529)	0.0%
Payments (to)/from governing boards or other institutions	(5,350,237)	(3,428,602)	(3,934,119)	735,000	735,387	387	-0.1%
Reserve transfers within the CSU System	(2,618,876)	125,000	-	-	-	-	-
Additions to permanent endowments	1,288,142	586,558	1,122,706	-	-	-	-
Total other revenues	49,361,040	126,779,282	47,665,115	10,610,000	10,609,863	(137)	0.0%
Increase (decrease) in net position	\$ (100,784,752)	(65,085,907)	4,458,851	190,521,882	192,034,183	1,512,301	0.8%

Colorado State University - Board of Governors							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2017 Actual	FY 2018 Actual	FY 2019 Original Budget	FY 2019 YTD Budget Q1	FY 2019 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ -	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	-	129,732	-	-	-	-	-
Total operating revenues	-	129,732	-	-	-	-	-
Operating expenses							
Instruction	\$ -	-	-	-	-	-	-
Research	-	-	-	-	-	-	-
Public service	168,667	137,909	140,000	35,000	35,889	(889)	-2.5%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	7,672,166	8,453,760	7,798,136	1,970,785	1,988,992	(18,207)	-0.9%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	-	1,000	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
Total operating expenses	7,840,833	8,592,669	7,938,136	2,005,785	2,024,881	(19,096)	100.0%
Operating Income (Loss)	(7,840,833)	(8,462,936)	(7,938,136)	(2,005,785)	(2,024,881)	(19,096)	100.0%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	42,717	-	-	-	-	-	-
Investment income	(18,911)	64,526	400,000	125,000	124,484	(516)	-0.4%
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	554	-	-	-	-	-
Net nonoperating revenues	23,806	65,080	400,000	125,000	124,484	(516)	-
Income (Loss) Before other revenues	(7,817,027)	(8,397,857)	(7,538,136)	(1,880,785)	(1,900,397)	(19,612)	100.0%
Other revenues (expenses)							
Student facility fees	-	-	-	-	-	-	-
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	6,757,138	7,051,069	7,538,136	1,880,785	1,880,785	-	0.0%
Reserve transfers within the CSU System	27,363,306	18,081,522	-	-	-	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	34,120,444	25,132,591	7,538,136	1,880,785	1,880,785	-	0.0%
Increase (decrease) in net position	\$ 26,303,417	16,734,734	-	-	(19,612)	(19,612)	-

Colorado State University - Global Campus							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2017 Actual	FY2018 Actual (unaudited)	FY 2019 Original Budget	FY 2019 YTD Budget Q1	FY 2019 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 85,060,174	90,636,809	105,887,700	22,897,047	21,948,768	(948,278)	-4.1%
State fee for service revenue	-	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Other operating revenue	2,684,591	4,487,209	3,415,448	291,159	500,903	209,745	72.0%
Total operating revenues	87,744,765	95,124,018	109,303,148	23,188,205	22,449,672	(738,534)	-3.2%
Operating expenses							
Instruction	19,330,506	21,147,839	21,966,177	4,717,302	4,204,781	512,521	10.9%
Academic support	6,167,155	7,904,000	9,459,891	3,015,099	2,176,109	838,990	27.8%
Student services	28,198,496	29,160,207	36,057,494	9,191,543	8,505,147	686,396	7.5%
Institutional support	6,726,111	6,838,286	7,871,336	2,081,572	1,625,676	455,896	21.9%
Operation and maintenance of plant	541,581	527,802	538,083	130,726	125,743	4,983	3.8%
Scholarships and fellowships	9,930,186	11,118,245	14,309,972	3,577,493	2,856,068	721,425	20.2%
Depreciation	417,090	367,022	860,608	202,652	97,837	104,815	51.7%
Total operating expenses	71,311,126	77,063,400	91,063,561	22,916,386	19,591,361	3,325,025	14.5%
Operating Income (Loss)	16,433,639	18,060,618	18,239,587	271,819	2,858,311	2,586,492	951.5%
Non-operating revenues (expenses)							
Investment income	319,183	343,233	1,137,123	284,281	378,272	93,991	33.1%
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	9,994,409	11,118,245	14,309,972	3,577,493	2,856,068	(721,425)	-20.2%
Other nonoperating revenues (expenses)	-	-	55,831	13,958	7,700	(13,958)	-44.8%
Net nonoperating revenues	10,313,592	11,461,478	15,502,926	3,875,732	3,242,039	(641,392)	-16.4%
Income (Loss) Before other revenues	26,747,231	29,522,095	33,742,513	4,147,550	6,100,350	1,945,099	47.1%
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(766,248)	(800,220)	(885,276)	(221,319)	(221,319)	-	0.0%
Reserve transfers within the CSU System	(27,495,640)	(21,231,094)	-	-	-	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
Total other revenues	(28,261,888)	(22,031,314)	(885,276)	(221,319)	(221,319)	-	0.0%
Increase (decrease) in net position	\$ (1,514,657)	7,490,781	32,857,237	3,926,231	5,879,031	1,945,099	49.7%

Colorado State University Pueblo							
Statement of Revenues, Expenses and Changes in Net Position							
Three Year Trend							
	FY 2017 Actual Reclassified	FY 2018 Actual	FY 2019 Original Budget	FY 2019 YTD Budget Q1	FY 2019 Q1	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 34,646,892	33,113,630	32,875,372	16,766,440	16,739,525	(26,914)	-0.2%
State fee for service revenue	8,968,568	10,195,859	11,375,841	2,843,961	2,843,961	(0)	0.0%
Grants and contracts	12,820,115	9,316,181	9,604,061	4,513,909	4,513,909	0	0.0%
Sales and services of educational activities	511,024	199,117	227,000	131,660	131,660	-	0.0%
Auxiliary enterprises	9,659,425	10,122,526	10,106,124	4,749,878	4,792,447	42,569	0.9%
Other operating revenue	772,981	348,358	647,104	97,066	99,749	2,683	2.8%
Total operating revenues	67,379,004	63,295,670	64,835,502	29,102,914	29,121,251	18,338	0.1%
Operating expenses							
Instruction	24,533,949	28,306,682	23,395,521	3,064,623	3,007,668	56,955	1.9%
Research	2,753,516	4,152,314	3,767,508	791,223	786,748	4,475	0.6%
Public service	452,406	535,651	480,507	196,719	194,847	1,872	1.0%
Academic support	6,504,654	6,810,305	5,977,800	1,683,507	1,662,713	20,794	1.2%
Student services	6,674,341	7,261,692	6,151,651	1,727,774	1,720,396	7,378	0.4%
Institutional support	7,333,955	8,805,741	7,296,988	1,877,472	1,902,485	(25,013)	-1.3%
Operation and maintenance of plant	8,701,197	9,311,205	8,288,719	1,237,180	1,220,484	16,696	1.3%
Scholarships and fellowships	8,552,046	5,277,567	5,658,220	2,659,363	2,609,711	49,652	1.9%
Auxiliary enterprises	15,132,879	16,285,705	14,206,214	2,851,627	2,829,071	22,556	0.8%
Depreciation	7,280,465	8,166,867	9,732,853	2,238,556	2,246,045	(7,489)	-0.3%
Total operating expenses	87,919,408	94,913,729	84,955,981	18,328,044	18,180,169	147,875	0.8%
Operating Income (Loss)	(20,540,404)	(31,618,059)	(20,120,479)	10,774,870	10,941,083	166,213	1.5%
Non-operating revenues (expenses)							
State appropriations	899,256	1,800,000	1,800,000	-	-	-	
Gifts	4,319,599	3,560,422	3,667,235	220,034	217,950	(2,084)	-0.9%
Investment income	152,977	269,161	259,056	36,268	36,764	496	1.4%
Interest expense on capital debt	(3,370,567)	(5,044,246)	(5,298,795)	(1,059,759)	(1,064,929)	(5,170)	-0.5%
Federal nonoperating grants and contracts	7,981,997	8,311,721	8,090,000	2,750,600	2,631,432	(119,168)	-4.3%
Other nonoperating revenues (expenses)	253,144	(4,273,744)	80,000	19,200	18,589	(611)	-3.2%
Net nonoperating revenues	10,236,407	4,623,315	8,597,496	1,966,343	1,839,806	(126,537)	-6.4%
Income (Loss) Before other revenues	(10,303,997)	(26,994,744)	(11,522,983)	12,741,212	12,780,889	39,677	0.3%
Other revenues (expenses)							
Student facility fees	1,711,366	1,497,856	1,528,648	810,183	783,829	(26,354)	-3.3%
State capital contributions	1,292,774	1,935,398	1,200,000	300,000	298,083	(1,917)	-0.6%
Capital grants	99,619	42,560	17,000	4,250	4,426	176	4.1%
Capital gifts	90,361	48,913	-	-	2,034	2,034	
Payments (to)/from governing boards or other institutions	(412,610)	(317,845)	1,229,356	(139,125)	(139,125)	-	0.0%
Reserve transfers within the CSU System	2,751,210	3,024,572	-	-	-	-	
Additions to permanent endowments	-	-	-	-	-	-	
Total other revenues	5,532,721	6,231,453	3,975,004	975,308	949,247	(26,061)	-2.7%
Increase (decrease) in net position	\$ (4,771,276)	(20,763,291)	(7,547,979)	13,716,521	13,730,136	13,615	0.1%

Item #6

Campus Budget Updates

COLORADO STATE UNIVERSITY SYSTEM

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



FY20 Incremental E&G Budget - V.3.0
Colorado State University - Fort Collins
Wednesday, November 21, 2018

	October Rate = 1% - RUG State = FY19 Mat (8.4%) Salary/Benefit Pool = 3%	Scenario 1 Governor's Budget Rate = 0% - RUG Salary/Benefit Pool = 4.5%	Scenario 2 Governor's Budget Rate = 0% - RUG Salary/Benefit Pool = 4.5%	Scenario 3 Governor's Budget Rate = 0% - RUG Salary/Benefit Pool = 4.5%
New Resources				
Tuition				
Undergraduate-Enrollment Growth				
Increase in FTE	\$ 1,984,000	\$ 1,984,000	\$ 1,984,000	\$ 1,984,000
Change in mix - RES vs. NRES	9,219,000	9,302,000	9,302,000	9,302,000
Undergraduate Rate Increase				
Resident (WUE - COF Increase)	1,627,000	368,000	368,000	368,000
Non-Resident	4,083,000	4,083,000	4,083,000	4,083,000
Graduate Rate Increase				
Resident	453,000	453,000	453,000	453,000
Non-Resident	644,000	644,000	644,000	644,000
Professional Veterinary Medicine Rate Increase	953,000	953,000	953,000	953,000
Differential Tuition	720,000	720,000	720,000	720,000
Total Tuition	\$ 19,683,000	\$ 18,507,000	\$ 18,507,000	\$ 18,507,000
State Funding Impact	10,376,000	18,234,735	17,834,735	17,334,735
Facilities and Administrative Overhead	-	-	-	-
Other	-	-	-	-
Total New Resources	\$ 30,059,000	\$ 36,741,735	\$ 36,341,735	\$ 35,841,735
Financial Aid	6,976,000	6,725,000	6,725,000	6,725,000
Net New Resources	\$ 23,083,000	\$ 30,016,735	\$ 29,616,735	\$ 29,116,735
New Expenses				
Multi-Year Central Investments in Strategic Initiatives	\$ 1,996,000	\$ 1,996,000	\$ 1,996,000	\$ 1,996,000
Faculty/Staff Compensation	13,205,000	19,411,563	19,411,563	19,411,563
Academic Incentive Funding	2,781,700	2,781,700	2,781,700	2,781,700
Mandatory Costs	5,133,500	5,326,000	5,326,000	5,326,000
Quality Enhancements	143,000	3,231,472	2,831,472	2,331,472
Reallocation	(2,730,000)	(2,730,000)	(2,730,000)	(2,730,000)
Total New Expenses	\$ 20,529,200	\$ 30,016,735	\$ 29,616,735	\$ 29,116,735
Net	\$ 2,553,800	\$ 0	\$ 0	\$ 0

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 = \$4.3M

Base Assumptions

Resident Undergraduate See Above %; \$X/yr.
Non-Resident Undergraduate 3%; \$819.8/yr.
Resident Graduate 3%; \$306.4/yr. and Resident Professional Veterinary Medicine 5%; \$1,651/yr.
Non-Resident Graduate 3%; \$751.20/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,132/yr.
Differential Tuition - UG ~ 3% (est. round to whole number)
Salary/Benefit Pool - Faculty/AP See Above
Salary/Benefit Pool - SC See Above
Internal Reallocations 1%
Fees TBD

FY20 Incremental E&G Budget - V.3.5
Colorado State University - Pueblo
Monday, November 26, 2018

	Scenario #1 State = 5.9% increase Salary/Benefit Pool = 3%	Scenario #2 State = 8.1% increase Salary/Benefit Pool = 3%	Scenario #3 State = 10.8% increase Salary/Benefit Pool = 3%
New Resources			
Tuition			
	Undergraduate Rate Increase		
1	Resident (0%)	\$ -	\$ -
2	Non-Resident (3%) and WUE (0%)	88,000	88,000
	Graduate Rate Increase		
3	Resident (3%)	42,000	42,000
4	Non-Resident and WUE (3%)	15,000	15,000
5	Resident Teacher Education Program (0%)	-	-
6	Differential Tuition (0%)	-	-
7	Projected Enrollment Change (3.2% decline)	(1,024,000)	(1,024,000)
8	Total Tuition	(879,000)	(879,000)
9	Change in State Funding (Varies by Scenario)	1,100,000	1,500,000
10	Total New Resources	\$ 221,000	\$ 621,000
11	Financial Aid	(220,000)	(220,000)
12	Net New Resources	\$ 441,000	\$ 841,000
New Expenses			
13	Multi-Year Central Investments in Strategic Initiatives	-	-
14	Faculty and Staff Compensation	1,255,000	1,255,000
15	Fringe Benefit Increase (increase = 2.9% of base salaries)*	837,000	837,000
16	Mandatory Costs**	500,000	500,000
17	Quality Enhancements	-	-
18	Reallocation	-	-
19	Total New Expenses	\$ 2,592,000	\$ 2,592,000
20	Net	\$ (2,151,000)	\$ (1,751,000)

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

Base Assumptions

Tuition See Above % For All Tuition Categories; \$X/yr.
 Salary Increase Faculty / Administrative Professionals See Above
 Salary Increase State Classified Staff - See Above
 Equity Adjustments = \$0
 Internal Reallocations TBD
 Fees TBD

* CSU-Pueblo is exploring ways to reduce its fringe pool expenses.
 ** 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 December 2018*



New Resources

Tuition (net)

Undergraduate Growth	\$7,966,938
Graduate Growth	\$2,963,377
Total	\$10,930,315

New Expenses*

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

Net

Total	\$6,538,443
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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 #7

CSU System Reserves Report

Approval of FY 2019 Reserves Withdrawal

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University System
Board Reserves Report
FY 2018

FY18 Actual Results/FY19 Approved Budget					
	<u>CSU</u>	<u>CSU-Pueblo</u>	<u>CSU-Global</u>	<u>CSU-System</u>	<u>Total</u>
MAXIMUM AVAILABLE UNRESTRICTED NET ASSETS:					
Unrestricted Net Assets 6/30/18	\$ (569,254,588)	(51,445,230)	82,329,006	41,125,654	\$ (497,245,158)
Add:					
GASB 68 and 75 Adjustment	872,195,866	62,740,991	6,968,711	4,403,360	946,308,928
Less:					
Non E&G Fund Balances	(200,492,071)	(7,971,354)	-	-	(208,463,425)
System Reserve	-	-	-	(44,599,809)	(44,599,809)
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Maximum Available Unrestricted Net Assets (MAUNA)	\$ 102,449,207	3,324,407	89,297,717	929,205	\$ 196,000,536
BOARD RESERVE FLOOR:					
FY 18 Actual General Fund Expenditures ⁽¹⁾	\$ 551,042,760	57,262,862	76,696,379	8,592,669	\$ 693,594,670
Board Reserve Floor (20% for CSU, CSU-P and 40% for CSU-G)	\$ 110,208,552	11,452,572	30,678,552	1,718,534	\$ 154,058,210
20% Primary Reserve Calculation:	\$ 157,273,882	15,492,472	89,297,717	929,205	\$ 262,993,276
MAUNA	102,449,207	3,324,407	89,297,717	929,205	196,000,536
Non E&G Allocated Reserves	54,824,675	12,168,065	-	-	66,992,740
Reserve Level Maintained ⁽²⁾	Yes	Yes	Yes	No	Yes
E&G BOARD RESERVES AVAILABLE FOR DEPLOYMENT:					
Maximum Available Unrestricted Net Assets Less Floor	102,449,207	3,324,407	89,297,717	929,205	
Less:					
Global 250 DCOH ⁽³⁾	-	-	(62,640,939)	-	
Board Reserve Floor	(110,208,552)	(11,452,572)	-	(1,718,534)	
10% Institutional Reserves - 10% (CSU-Global included in 250 DCOH)	(10,244,921)	(332,441)	-	(92,921)	
Prior Commitments Not Yet Met	-	-	-	-	
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
Incremental Increase in Board Reserves Available for Strategic Deployment > \$0	\$ -	-	26,656,778	-	\$ 26,656,778

(1) Actual figures for FY18 are a subset of the audited financial statements for the respective year relating to the General Fund only, as reported within the Budget Data Book for CSU and CSU-P, and per the CSU-G Annual Audited Financial Statements less depreciation.

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

(3) CSU Global's 250 DCOH is calculated by utilizing their budgeted expenditures less depreciation for the following fiscal year as approved by the Board of Governors. For FY 18 this would be the approved Budget for FY19. FY19 budgeted expenditures of \$91,063,560 less depreciation of \$860,608 = \$90,202,952/360*250 = \$62,640,939

The Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2018
Action Item

MATTERS FOR ACTION:

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

RECOMMENDED ACTION:

MOVED, that in accordance with the CSUS Board Reserves Policy, the Board hereby approves the withdrawal of \$13,059,830 from the E&G Board Reserves available for Strategic Deployment (“Board Reserves”) and such funds will be used, as follows: CSU-Pueblo Sustainability (\$3,594,330); investments in Student Success (\$800,000); System Infrastructure (\$950,000), System initiatives including CSU Medical School (\$3,580,000), System IT upgrades (\$1,566,500), matching funds for Scott Chairs at CSU (\$2,000,000), State Fiscal Policy (\$100,000), Todos Santos (\$200,000), and State Engagement Hubs support (\$269,000); and it is

FURTHER MOVED, that the Chancellor and the Chief Financial Officer of the System are authorized to withdraw and deploy \$13,059,830 from the Board Reserves consistent with this Resolution.

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

In June 2018, the Board discussed the Board Reserves policy and the CSU-Pueblo financial sustainability plan during its annual retreat, and consistent within that financial sustainability plan and the Board’s discussion is the provision of certain strategic Board support for CSU-Pueblo. In accordance with Board Policy 205, the Board Reserves may be used to support the educational mission of the System and its institutions, with a focus on deployment for compelling and unique circumstances.

The recommendations contained herein support System priorities in accord with previous Board actions as well as new initiatives to support the CSU System and its institutions through various initiatives and the expenditures represent a 18.3% deployment of the available reserve.

Approved

Denied

Board Secretary

Date

Approval of Board Reserves Deployment for Strategic Uses

**Colorado State University System
Board Reserves Reconciliation
June 30, 2018
December 2019 Draw Request**

	<u>2017</u>	%	<u>2018</u>	%	<u>2019</u>	%
		of total		of total		of total
Beginning Board Reserve Balance July 1	\$ -		\$ 27,396,829		\$ 44,599,809	
Initial Deposits - 1/1/17	30,283,035		-		-	
Annual Incremental Increase	-		21,231,094		26,656,778	
	<u>-</u>		<u>21,231,094</u>		<u>26,656,778</u>	
Total Available Board Reserves:	<u>\$ 30,283,035</u>		<u>\$ 48,627,923</u>		<u>\$ 71,256,587</u>	
Withdrawals:						
CSU Pueblo Sustainability	\$ (2,785,713)		\$ (2,437,417)		(3,594,330)	
Student Success	-		-		(800,000)	
System Infrastructure	-		-		(950,000)	
System Initiatives	(125,000)		(1,590,697)		(7,715,500)	
	<u>(125,000)</u>		<u>(1,590,697)</u>		<u>(7,715,500)</u>	
Total Board Investments	<u>\$ (2,910,713)</u>	9.61%	<u>\$ (4,028,114)</u>	8.28%	<u>\$ (13,059,830)</u>	18.33%
Return of unused CSU-Pueblo Academic Support Funds	<u>\$ 24,507</u>		<u>\$ -</u>		<u>\$ -</u>	
Board Reserve Balance June 30,	<u>\$ 27,396,829</u>		<u>\$ 44,599,809</u>		<u>\$ 58,196,757</u>	

	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY24</u>	<u>Total</u>
CSU Pueblo Sustainability	\$ 2,785,713	\$ 2,437,417	\$ 3,594,330	\$ 1,615,010	\$ 1,383,005	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 15,715,475
<i>New Academic Programs:</i>	\$ 50,000	\$ 308,100	\$ 354,600	\$ 131,000	\$ -	\$ -	\$ -	\$ -	\$ 843,700
BS Wildlife and Natural Resources	-	95,900	33,600	-	-	-	-	-	129,500
BS Early Childhood Education	-	31,200	33,000	-	-	-	-	-	64,200
MSW Social Work	-	27,000	88,000	-	-	-	-	-	115,000
DNP Doctor of Nursing Practice	-	74,000	135,000	131,000	-	-	-	-	340,000
MSAT Athletic Training	-	30,000	65,000	-	-	-	-	-	95,000
Other Activity FC/GC/f	50,000	50,000	-	-	-	-	-	-	100,000
<i>Financial Management</i>	-	-	1,500,000	-	-	-	-	-	1,500,000
<i>Debt Reduction:</i>	\$ 2,735,713	\$ 2,046,312	\$ 1,573,720	\$ 1,318,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 12,873,745
Housing	1,415,000	1,346,312	1,573,720	1,318,000	1,300,000	1,300,000	1,300,000	1,300,000	10,853,032
Global Campus Loan	1,320,713	-	-	-	-	-	-	-	1,320,713
Enrollment Deficit Coverage	-	700,000	-	-	-	-	-	-	700,000
<i>Presidential Start-Up Package</i>	\$ -	\$ 83,005	\$ 166,010	\$ 166,010	\$ 83,005	\$ -	\$ -	\$ -	\$ 498,030
Student Success¹	\$ -	\$ -	\$ 800,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 800,000
System Infrastructure	\$ -	\$ -	\$ 950,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 950,000
Staffing	-	-	750,000	-	-	-	-	-	750,000
Operating	-	-	200,000	-	-	-	-	-	200,000
System Initiatives	\$ 125,000	\$ 1,590,697	\$ 7,715,500	\$ 13,699,100	\$ 3,724,704	\$ 2,441,999	\$ 2,000,000	\$ -	\$ 31,297,000
<i>Medical School</i>	\$ -	\$ -	\$ 3,580,000	\$ 10,100,000	\$ -	\$ -	\$ -	\$ -	\$ 13,680,000
Staff and Operating	-	-	550,000	2,500,000	TBD	TBD	TBD	TBD	3,050,000
Facility	-	-	3,030,000	7,600,000	-	-	-	-	10,630,000
<i>System IT Upgrades</i>	\$ 125,000	\$ 153,000	\$ 1,566,500	\$ 1,599,100	\$ 1,724,704	\$ 441,999	\$ -	\$ -	\$ 5,610,303
Kuali Student	125,000	125,000	-	-	-	-	-	-	250,000
Kuali Research	-	28,000	14,000	-	-	-	-	-	42,000
Banner Student ²	-	-	1,552,500	1,599,100	1,724,704	441,999	-	-	5,318,303
<i>System Matching</i>	\$ -	\$ 637,155	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ -	\$ 10,637,155
Jumbotron Relocation - CSU Puebl	-	637,155	-	-	-	-	-	-	637,155
Scott Chairs - CSU Fort Collins	-	-	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	-	10,000,000
<i>State Fiscal Policy</i>	-	-	100,000	-	-	-	-	-	100,000
<i>Todos Santos</i>	-	-	200,000	TBD	-	-	-	-	200,000
<i>State Magazine</i>	-	100,542	-	-	-	-	-	-	100,542
<i>Denver Investments</i>	-	250,000	-	-	-	-	-	-	250,000
<i>Marketing</i>	-	450,000	-	-	-	-	-	-	450,000
<i>State Engagement Hubs</i>	-	-	269,000	TBD	-	-	-	-	269,000
TOTAL BOARD RESERVE COMMITMENTS	\$ 2,910,713	\$ 4,028,114	\$ 13,059,830	\$ 15,314,110	\$ 5,107,709	\$ 3,741,999	\$ 3,300,000	\$ 1,300,000	\$ 48,762,475

¹ Includes all three campuses, CSU, CSU-Pueblo and CSU-Glob.

² The prior commitment towards Kuali Student of \$125K has been reduced to \$0 and this is now included within the Banner Student System for CSU Pueblo. The \$780K outstanding commitment from CSU will remain in place and offsets the total estimated costs of this implementation.

The Board of Governors of the
Colorado State University System
Meeting Date: December 5, 2018
Action Item

Approved

MATTER FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of the withdrawal and use of the principal of the Walking Stick Quasi-Endowment and the principal of the KTSC Quasi-Endowment at CSU-Pueblo.

RECOMMENDED ACTION:

MOVED, that the Board hereby approves the withdrawal and use of the principal of the Walking Stick Quasi-Endowment at CSU-Pueblo and the principal of the KTSC Quasi-Endowment for current fund balance deficits at CSU-Pueblo.

EXPLANATION:

Presented by Dr. Timothy Mottet, President, CSU-Pueblo; and Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo.

Due to a fund balance deficit that originated in 2006, CSU-Pueblo needs additional funds to remedy these deficits. In order to avoid using funds that are tied to Education and General Fund monies or other operating revenues, CSU-Pueblo is requesting to access the corpus of the Walking Stick Quasi-Endowment and the corpus of the KTSC Quasi-Endowment. Currently there is \$5,350,926 in the Walking Stick Quasi-Endowment and \$2,595,336 in the KTSC Quasi-Endowment. CSU-Pueblo is requesting the Board’s approval to withdraw the entirety of the corpus of both accounts and use those funds to the extent needed to meet its current obligations.

The Walkingstick and KTSC Quasi-Endowments were established by the Board in 1995 and 1998. The Walking Stick Quasi-Endowment was funded through the sale of certain real estate that was previously owned by the Board, and the KTSC Quasi-Endowment was funded from the sale of the FCC license for non-commercial educational television station. These quasi-endowments were earmarked by the Board, but they are not restricted by a donor or other outside agency. In accordance with Board Policy 207, the Walkingstick Quasi-Endowment funds “shall not be impaired or used for any purpose unless specifically approved by the Board.” Accordingly, the Board has the authority to approve the withdrawal and use of any portion of these quasi-endowments. This is consistent with the Board’s authority to manage, control and determine the uses of the proceeds from the sale of any real estate under C.R.S. § 23-30-102, and the Board’s authority to manage all monies of the CSU System and its institutions. *See* C.R.S. § 23-30-106.

Approved

Denied

Kim Jordan, Board Secretary

Date

CSU Pueblo

Account Reconciliation Project



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Project Resources Secured/ Utilized

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CSU Pueblo Staff Members

- Chris Fendrich – Interim Controller
- Robert Gonzales – Director, Business and Financial Services
- Carolina Gonzales – Business Manager
- Sarah Lowell – Business Manager
- Robin Arwood – Senior Accountant
- Vicki Becker – Accountant I
- Mikhail Garcia - Accountant
- Yuping Gong - Accountant

CSU Staff Members

- Dave Ryan, Director of Business & Financial Services and Controller
- Suzanne Zimmerer – Banking Services/Accounts Receivable Manager
- Jennifer Pollman – Financial Reporting and Analysis Supervisor
- Erin Mercurio – Campus Services Manager
- Publina Meldrum - Campus Service Representative
- David Leathers – Tax Manager
- Liz Tetrault – Tax Employee
- Dave Schmidt – Assistant Director Post Award, Sponsored Programs

3rd Party Accounting Firm – Rubin Brown

- 3 Full-Time Accountants
 - Sponsored Programs, Cannabis Institute and Accounts Receivable

Account Metrics

Total Number of Accounts	2,279
Number of Dormant Accounts	370
Active Accounts	1,909

- Of the 370 dormant accounts, 346 have been closed. An additional 8 will be closed with the final 16 accounts remaining open due to current needs.
- An additional 145 accounts have been closed.
- 100% of the accounts have been reviewed for potential negative financial impacts.
- Identified variances within multiple accounts to be actively managed and corrected, in some cases through a multi-year plan. See following slides.
- Notified external auditors, CliftonLarsonAllen.



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Variance Summary - \$0

Sub-fund Name	# of Accounts	Dormant Accts	Dormant Accts-Closed	Total Reviewed	\$ Variance	Comments
Academic Enrichment Program	2	--	--	2	\$ --	
Bank Accounts	6	--	--	6	--	
Capital Assets, Auxiliary	13	2	2	11	--	
Capital Projects, Institutional	236	81	81	155	--	
Capital Projects, Long Bill	10	--	--	10	--	
Capital Projects, Renew & Replace	132	1	1	131	--	
Endowment Fund	4	--	--	4	--	
Federal Direct Loans	11	1	1	10	--	
Institute of Cannabis Research	25	--	--	25	--	
Pooled Accounts	48	--	--	48	--	
Reserve Fund	4	2	1	2	--	
Sponsored Programs	132	12	1	120	--	
Student Financial Assistance	14	--	--	14	--	
Student Loans	18	5	5	13	--	
Total	655	104	92	551	\$ --	

Variance Summary – Over, Available & Unrestricted

Sub-fund Name	# of Accounts	Dormant Accts	Dormant Accts-Closed	Total Reviewed	\$ Variance	Comments
Continuing Education	25	--	--	25	\$ 3,293,845	Available, unrestricted
E&G	See Following Slide for Details				3,324,407	Available, unrestricted
Auxiliaries	128	2	2	126	2,209,229	Available, unrestricted
General Operations	39	1	1	38	416,109	Available, unrestricted
Capital Projects, Auxil/Debt	7	--	--	7	376,237	Available, with potential restrictions
DCE Support	20	--	--	20	303,328	Available, unrestricted
Total	219	3	3	216	\$ 9,923,155	

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 COLORADO STATE UNIVERSITY - PUEBLO
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Variance Summary – (Under) Correct via Management Plan

Sub-fund Name	# of Accounts	Dormant Accts	Dormant Accts-Closed	Total Reviewed	\$ Variance	Comments
Capital Assets, General	3	--	--	3	\$ (7,900,000)	Debt service payments made but not properly funded. Correct via CSUP Management Plan.
Student Course Fees	230	71	71	159	(781,915)	Total accounts in deficit are \$782k and total accounts in surplus \$498k for a net deficit of \$284k. Typically, student course fees stand on their own and there is no offsetting of these. Additional analysis is in progress to determine if a portion of the surplus can be used to offset the deficit. We anticipate this analysis to be complete by end of CY2018.
Gift Fund	458	128	120	330	(726,521)	In process, awaiting information from CSUP Foundation.
Agency Fund	246	39	39	207	(213,629)	Primarily relates to Student Orgs - overspent accounts. Will be resolved via Management Plan. Resolution anticipated by close of FY19.
Education & General	242	16	12	226	(241,899)	Overspent accounts. Will be resolved via Management Plan. Resolution anticipated by close of FY19.
Student Organizations	3	--	--	3	(29,501)	Partial offset from CSUP Foundation with remainder to be resolved via Management Plan. Resolution anticipated by close of FY19.
Conference	2	--	--	2	(2,556)	Old inactive accounts. CSUP will resolve this deficit by close of FY19.
Research Admin Resources Scholarly Program	36	--	--	36	(469)	Overspent accounts. CSUP will resolve this deficit by close of FY19.
Total	1,220	254	242	966	\$ (9,896,490)	

Variance Summary – (Under)Over Potential Solutions

Sub-fund Name	# of Accounts	Dormant Accts	Dormant Accts-Closed	Total Reviewed	\$ Variance	Comments
Athletics	108	1	1	107	\$ (996,479)	Resources may exist in CSUP Foundation that may offset a portion of this. Remaining deficit to be resolved by Management Plan by close of FY22.
Work-study	30	2	2	28	(180,000)	Work-study was not drawn on a timely basis. Potential to complete draw or CSUP will resolve via Management Plan by close of FY20.
Recharge Centers	9	--	--	9	(90,056)	There is a net deficit of \$90,056. There are 4 accounts with a deficit of \$349,826 and 4 accounts with a surplus of \$259,769. Billing rates will be adjusted so that the deficits and surpluses are corrected. Deficit to be resolved by close of FY20.
Federal Student Financial Aid	38	6	6	32	(87,310)	Potential to bill, if not CSUP will resolve by close of FY20.
Subtotal	185	9	9	176	\$ (1,353,845)	
Student Course Fees	230	71	71	159	\$ 497,821	Total accounts in deficit are \$782k and total accounts in surplus \$498k for a net deficit of \$284k. Typically, student course fees stand on their own and there is no offsetting of these. Additional analysis is in progress to determine if a portion of the surplus can be used to offset the deficit. We anticipate this analysis to be complete by end of CY2018.
Total	415	80	80	335	\$ (856,024)	

Accounts Receivable

Total AR - 6/30/18 \$12.3M

- Less than 1 Year \$4.7M
- Older than 1 Year \$7.6M

Allowance for Doubtful Accounts \$7.4M

- Balance as of June 30, 2018 \$5.8M
- FY19 Budgeted Increase \$1.6M

% of Total AR covered by Allowance 60.2%

Allowance Sensitivity Analysis:

<u>6/30/2018</u>	Estimated % Uncollectible	Allowance Required	Estimated % Uncollectible	Allowance Required	WORSE CASE SCENARIO			
					Estimated % Uncollectible	Allowance Required	Estimated % Uncollectible	Allowance Required
AR - Less than 1 Year	4,726,200	35% 1,654,170	40%	1,890,480	35%	1,654,170	20%	945,240
AR - Greater than 1 Year	7,556,084	80% 6,044,867	85%	6,422,671	90%	6,800,476	100%	7,556,084
Total AR	12,282,284	7,699,037		8,313,151		8,454,646		8,501,324
Allowance for Doubtful Accts 6/30/18	5,779,607							
Available Budget FY19 for bad debt	1,624,449							
	7,404,056	7,404,056		7,404,056		7,404,056		7,404,056
Allowance Shortfall		294,981		909,095		1,050,590		1,097,268

Path Forward

- Noticeable turnover within unit. New team members are being hired and trained to fill vacancies.
- Temporary transition of work to Fort Collins team to assist in interim.
- Some reassignment of work due to complexity (annual fringe proposal, F&A proposal, possible - research accounting/draws).
- Currently assessing appropriate organization structure and number of staff members needed to ensure best accounting practices moving forward.
- New team members will be trained with assistance through the Fort Collins team.
- Internal processes and team assignments will be set through process similar to that of Fort Collins under the oversight of the new CSUP Controller and the Deputy System CFO.
- Fiscal Officer Responsibility training for all account managers will begin in February and continue as needed.



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Outcomes:

- Accounts Receivable analysis completed. Recommend an additional \$1M be added to allowance for doubtful accounts.
- All other material variances have been appropriately identified.
- Mitigation of risk of recurrence through
 - adoption of new policies and procedures,
 - use of the new automated systems, and
 - support from within the System via CSUFC.
- Appropriate for the Board to consider CSU-Pueblo's Management Plan for Resolution - recommendations for resolving those accounts with a substantive negative variance that are in need of immediate attention.

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Management's Plan for Resolution

Description	Total Variance	Walking Stick	KTSC	DCE/DCE Support	E&G	CSUP FND	General Operations	Auxiliaries	MGMT Plan	Total Plan
Capital Accounts	\$ 7,900,000	\$ 5,350,000	2,550,000	--	--	--	--	--	--	\$ 7,900,000
Athletics – multiyear management plan	996,000	--	--	--	--	--	--	--	996,000	996,000
Student Course Fees	782,000	--	--	235,000	547,000	--	--	--	--	782,000
Gift Fund – management plan with CSUP FND	726,000	--	--	396,000	--	225,000	105,000	--	--	726,000
E&G	242,000	--	--	--	242,000	--	--	--	--	242,000
Agency Funds	214,000	--	--	214,000	--	--	--	--	--	214,000
Work Study - Worst Case	180,000	--	--	--	--	--	180,000	--	--	180,000
Recharge Centers - \$90K - Worst Case	90,000	--	--	--	--	--	90,000	--	--	90,000
Federal Student Financial Aid - Worst Case	87,000	--	--	68,000	--	--	19,000	--	--	87,000
Student Organizations	29,000	--	--	--	--	--	--	29,000	--	29,000
Miscellaneous - \$3K	3,000	--	--	--	--	--	3,000	--	--	3,000
Additional Allowance for Uncollectable AR	1,000,000	--	--	1,000,000	--	--	--	--	--	1,000,000
Total	\$ 12,249,000	\$ 5,350,000	2,500,000	1,913,000	789,000	225,000	397,000	29,000	996,000	\$ 12,249,000
Balances Available	17,718,180	5,350,926	2,595,336	3,597,173	3,324,407	225,000	416,109	2,209,229	--	17,718,180
Shortfall	\$ --	\$ --	--	--	--	--	--	--	996,000	\$ --

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Item #8

Approval of Revised FY 2020 State-Funded Capital Construction Priority List

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: Dec 5-6, 2018
Action Item**

MATTER FOR ACTION:

Approval of the updated FY 2019-2020 CSU Capital Construction Priority List for State Funded Construction Projects

RECOMMENDED ACTION:

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

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 Henry Sobanet, Chief Financial Officer, Colorado State University System.

This action item reflects the required approval by the Board of a prioritized capital construction list for consideration by the CCHE, OSPB, CDC and the Joint Budget Committee. This is an update to the priority list that was approved by the Board in May 2018, to include the CSU Center in the FY 19-20 budget year.

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

Approved

Denied

Board Secretary

Date

Board of Governors of the CSU System
 FY 18-19 Combined Campus State Capital Construction Request - Revised 12.2018

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
NP	State/NWC COP	NWC Animal Health Building		60,018,401					\$60,018,401		\$60,018,401
	Cash										(State only)
NP	State/NWC COP	NWC CSU Center		48,503,374					\$48,503,374		\$48,503,374
	Cash										(State only)
NP	State	NWC COP Debt Service		16,570,927	18,300,000	18,300,000	18,300,000	18,300,000	\$89,770,927		\$89,770,927
	Cash										(State only)
1	State	CSU Shepardson Renovation and Addition	4,527,223	29,677,857					\$34,205,080		\$43,205,080
	Cash			9,000,000						\$9,000,000	(State & Cash)
2	State	CSU Anatomy-Zoology East		16,717,169					\$16,717,169		\$16,717,169
	Cash										(State only)
3	State	Chemistry B&C wing		26,399,351					\$26,399,351		\$26,399,351
	Cash										(State only)
4	State	CSU-Pueblo Technology Building Renovation & Addition		15,939,000					\$15,939,000		\$16,100,000
	Cash			161,000						\$161,000	(State & Cash)
	State	CSU District Chiller Expansion			17,400,000				\$17,400,000		\$17,400,000
	Cash										(State only)
	State	CSU San Luis Research Station			7,500,000				\$7,500,000		\$7,500,000
	Cash										(State only)
	State	CSU-Pueblo Art/Music Building Renovation & Addition			17,820,000				\$17,820,000		\$18,000,000
	Cash				180,000					\$180,000	(State & Cash)
	State	CSU Education Building Revitalization				22,000,000			\$22,000,000		\$22,000,000
	Cash										(State only)
	State	CSU Engineering Research Center Renovation					26,000,000		\$26,000,000		\$26,000,000
	Cash										(State only)
	State	CSU District Heating Plant #1 Replacement						38,000,000	\$38,000,000		\$38,000,000
	Cash										(State only)
	State	CSU Clark Building Revitalization			15,000,000	15,000,000	15,000,000		\$45,000,000		\$45,000,000
	Cash										(State only)
	State	CSU-Pueblo Administration Building Renovation & Addition				14,850,000			\$14,850,000		\$15,000,000
	Cash					150,000				\$150,000	(State & Cash)
	State	CSU-Pueblo Facilities Management Building Renovation & Addition					14,850,000		\$14,850,000		\$15,000,000
	Cash						150,000			\$150,000	(State & Cash)

State Funds Request for FY 19-20

\$ 213,826,079

Item #9

Approval of CSURF Annual Capital Lease

COLORADO STATE UNIVERSITY SYSTEM

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



MATTERS FOR ACTION:

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

RECOMMENDED ACTION:

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

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

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

Pursuant to Board policy and Colorado law, approval to continue the above described lease/purchase program under CSURF's Line of Credit must be obtained from the Board annually. The total amount of the line of credit permitted to be outstanding at any one time is \$1,000,000 at an interest rate not to exceed 18% per annum and maturing on the anniversary of the date on which it is executed and delivered by CSURF to the Bank (but no later than December 31, 2019). Amounts drawn under the Line of Credit and currently outstanding total \$107,202.72. Therefore, moneys currently available under the Line of Credit for calendar year 2019 are \$892,797.28. CSURF will consult with the respective representatives of each Institution to discuss needs and potential allocation of this available amount.

Mr. Frederic H. Marienthal of Kutak Rock LLP will be providing the tax exempt opinion on the 2019 Line of Credit which is required in order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of a tax exempt entity.

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

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

The interest rate for 2019 transactions shall be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year **2019**, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, **2019**, shall be 6.0 % per annum as negotiated by CSURF and the Colorado State University System Chief Financial Officer annually. During the month of December **2019** and in each subsequent year while any Lease Agreements are in effect, the Foundation shall estimate, based upon information furnished to it by the Bank, the Average Rate of interest plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

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

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

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

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

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

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

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

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

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

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

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

Approved

Denied

Board Secretary

Date

Item #10

Approval of Stadium Net Revenue Resolution

COLORADO STATE UNIVERSITY SYSTEM

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



Add Canvas Stadium Revenues to Master Resolution pledged revenues

- Master Resolution defines Facilities as:
Housing, dining, student and faculty recreation, parking, college store and student center facilities of the System, and the CSU student health facilities
- Gross revenues include revenues derived from the defined facilities along with Student Fees, revenues derived from research facilities, 10% of Tuition Revenues, and Facilities Construction Fees.
- When the System issued bonds to fund the construction of the Stadium, it was the intent to include the revenues derived from the new Stadium in net pledged revenues.
- This resolution adds the Canvas Stadium as a facility and the corresponding revenues derived from the Stadium to net pledged revenues.

COLORADO STATE UNIVERSITY SYSTEM

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



RESOLUTION

WITNESSETH:

WHEREAS, pursuant to the provisions of Section 23-31-101, *et seq.*, Colorado Revised Statutes, as amended (the “Establishing Act”), the Board of Governors of the Colorado State University System (the “Board”) is a body corporate under the laws of the State of Colorado (the “State”), is the governing authority for Colorado State University in Fort Collins, Colorado (“CSU-Fort Collins”), Colorado State University-Pueblo in Pueblo, Colorado (“CSU-Pueblo”) and Colorado State University-Global Campus in Greenwood Village, Colorado (“CSU-Global”) and has general supervision of the CSU-Fort Collins, CSU-Pueblo and CSU-Global and has the control and direction of the funds and appropriations made thereto; and

WHEREAS, the Board adopted on June 20, 2007 a Master Resolution which has been amended and supplemented over time (collectively, the “Master Resolution”); and

WHEREAS, terms used but not defined herein shall have the meanings set forth in the Master Resolution; and

WHEREAS, the Board desires to amend the Master Resolution in order to include in the definition of Facilities Canvas Stadium and to include in the definition of Gross Revenues the net revenues derived from Canvas Stadium; and

WHEREAS, clause (g) of the definition of Gross Revenues contemplates and authorizes the adoption by the Board of this Resolution;

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

Section 1.01. The Facilities. The definition of Facilities under the Master Resolution shall be amended and restated as follows:

“*Facilities*” means:

- (a) the housing, dining, student and faculty recreation, parking, college store and student center facilities of the System;
- (b) the CSU student health facilities;
- (c) ***Canvas Stadium*** [emphasis added];
- (d) all revenue-producing facilities related to the operation of the System, CSU or CSU-Pueblo and associated with the System Enterprise (other than the Research Building Revolving Fund Enterprise), the income of which the Board hereafter determines, by resolution and without further consideration from the owners of the Bonds, to pledge to the payment of Bonds, pursuant to law then in

effect and not in conflict with the provisions and limitations hereof, rather than with a separate and independent pledge of revenues; but

(e) such term does not include, unless hereafter determined by the Board by resolution and pursuant to law then in effect, any facilities that were or will be built with moneys appropriated to the System or to the Board by the State.

Section 1.02. Gross Revenues. The definition of Gross Revenues under the Master Resolution shall be amended and restated as follow:

“*Gross Revenues*” means (a) all income and revenues derived by the System Enterprise from the Facilities, whether resulting from an original Facility or from improvements, extensions, enlargements, repairs or betterments thereto, replacements thereof or otherwise; (b) the Student Fees; (c) all revenues constituting rents or charges for the use of CSU buildings and facilities for research, including (i) all revenues derived by CSU from the operation of the Research Facilities, whether resulting from an original Research Facility or from improvements, extensions, enlargements, repairs or betterments thereto, replacements thereof or otherwise, including insurance proceeds; and (ii) amounts accruing to CSU from “overhead” charges on research contracts performed under the auspices of CSU within the Research Facilities or within all other facilities of the System located at the CSU campus; (d) investment earnings on moneys in the Research Revolving Fund and on moneys attributable to the Facilities; (e) 10% of Tuition Revenues received by the System Enterprise; (f) all revenues derived by the System Enterprise from the Facilities Construction Fees; (g) *all net revenues of Canvas Stadium* [emphasis added]; and (h) such other income, fees and revenues as the Board hereafter determines, by resolution and without further consideration from the owners of the Bonds, to include in Gross Revenues, pursuant to law then in effect and not in conflict with the provisions and limitations of the Master Resolution or any Supplemental Resolution. The term Gross Revenues does not however, include (A) any Released Revenues in respect of which there have been filed with the Secretary of the Board the documents contemplated in the definition of “Released Revenues,” or (B) any general fund moneys appropriated by the State General Assembly or any moneys derived from any general (ad valorem) tax levied against property by the State or any instrumentality thereof.

Section 1.03. Ratification. All action (not inconsistent with the provisions of this Resolution) heretofore taken by the Board directed toward accomplishing such purposes as contemplated by this Resolution is hereby ratified, approved and confirmed.

Section 1.04. Authorization of Resolution. The provisions of the Master Resolution necessary for adoption of this Resolution have been satisfied.

Section 1.05. Severability. If any provision of this Resolution shall be determined to be unenforceable, that shall not affect any other provision of this Resolution.

Section 1.06. Governing Law. This Resolution shall be governed by and construed in accordance with the laws of the State.

Section 1.07. Captions. The captions in this Resolution are for convenience only and do not define or limit the scope or intent of any provisions or Sections of this Resolution.

Section 1.08. Counterparts. This Resolution may be signed in several counterparts. Each will be an original, but all of them together constitute the same instrument.

Section 1.09. Effective Date. The provisions of this Resolution shall be effective upon passage.

APPROVED as of December ____, 2018.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair

Attest:

By _____
Secretary

The undersigned Secretary of the Board of Governors of the Colorado State University System, hereby certifies that the foregoing Resolution was duly approved by the members of the Board of Governors of the Colorado State University System and became effective as of the date set forth herein.

IN WITNESS WHEREOF, I have hereunto set my hand as of the date set forth herein.

By _____
Secretary

Item #11

CSU System Credit Profile and Debt Capacity

COLORADO STATE UNIVERSITY SYSTEM

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



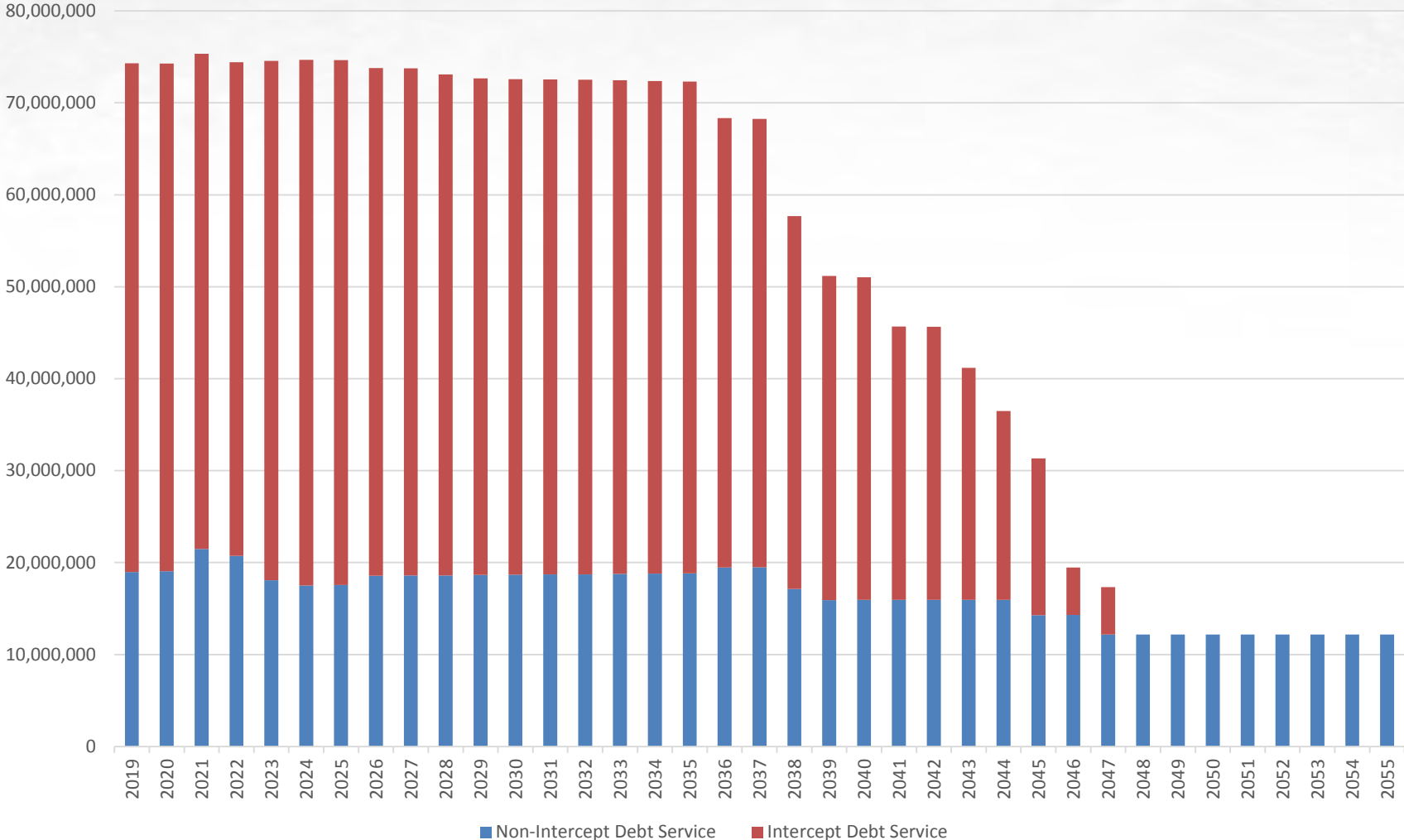


Colorado State University System Credit Profile and Debt Capacity Analysis

November 2018

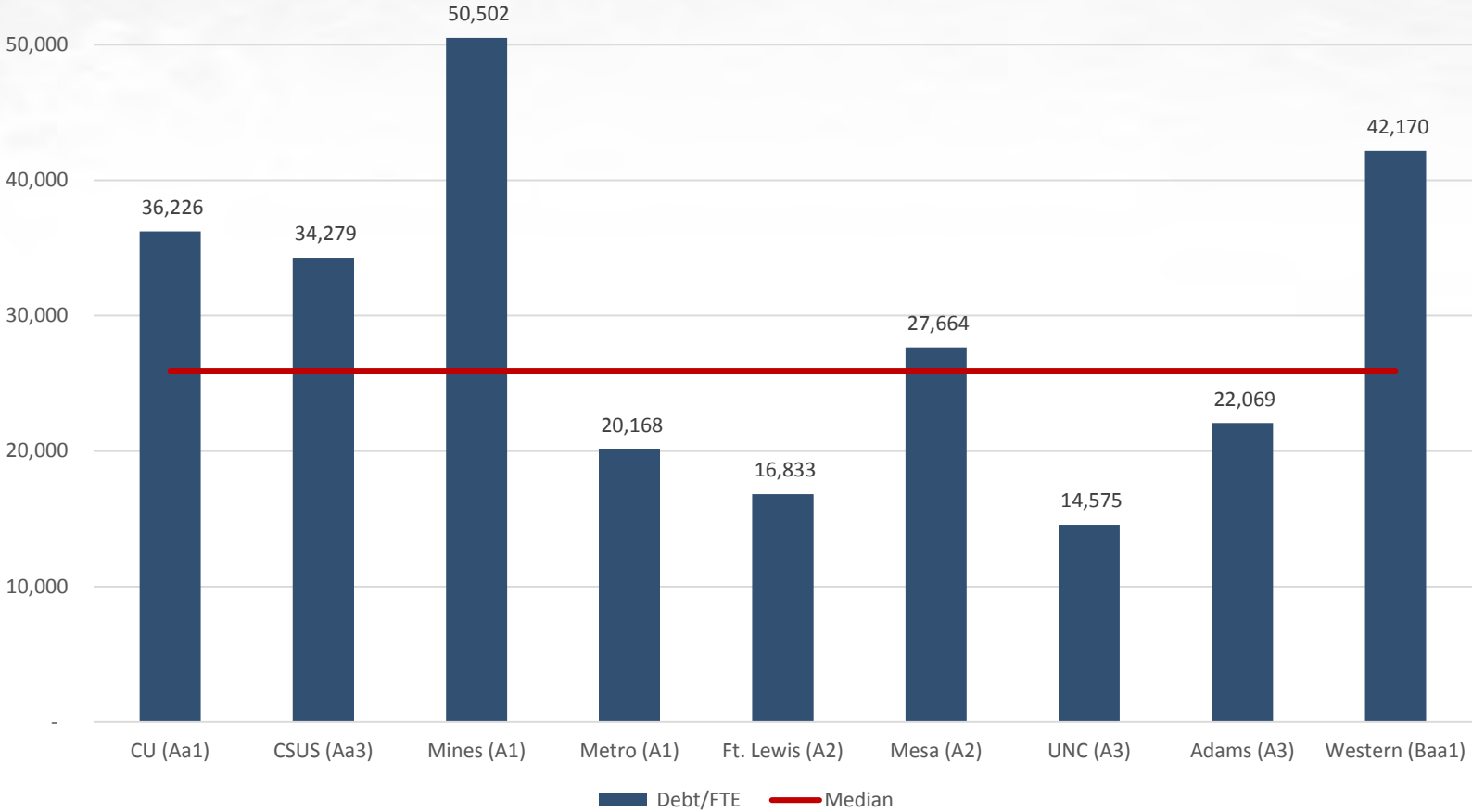


Intercept Backed vs. Non-Intercept Backed Debt Service





FY18 Debt Outstanding per Full Time Equivalent Student



CSUS Debt Capacity Under the Intercept Program



- As of September 1, CSUS had \$750.7 million in intercept backed revenue bonds, \$353.5 million in non-intercept backed revenue bonds and \$50 million in commercial paper authorization.
- The State Treasurer issues a report to the legislature every September 1, giving each institution an intercept authorization amount for the year. New projects may be approved for intercept coverage by the State Treasurer, the Capital Development Committee and the Joint Budget Committee up to the authorized amount.
- The benefit of Intercept Program participation in the current market for CSUS is 7-10 basis points, or \$35,000 to \$50,000 per year for every \$50 million borrowed.

(1)	FY2018 Debt Service-All Bonds ¹	\$	66,112,248
(2)	FY2018 Debt Service-Intercept Bonds ¹		47,192,541
	FY2017 Net Pledged Revenues ²		162,979,339
(3)	Debt Service Coverage Ratio - All Bonds (FY17 Revenues / FY18 Debt Service)		2.47
(4)	Debt Service Coverage Ratio - Intercept Bonds (FY17 Revenues / FY18 Debt Service)		3.45
(5)	Debt Capacity @1.5x Debt Service Coverage Limit-All Bonds		2,152,490,638
(6)	Debt Capacity @1.5x Debt Service Coverage-Intercept Bonds		3,109,798,484
(7)	FY2018-2019 State Funding Total (FFS, COF and SB18-262) ³		153,658,072
(8)	Debt Capacity @State Funding Ratio (Maximum Annual Debt Service < 75% of State Funding)		979,816,868
(9)	Lesser of (5) and (8) Capacity Constraints Above		979,816,868

(1) Source: Series 2017EF Official Statement and RBC Term Sheet.
 (2) Source: CSU Financial Statements and Compliance Audit FY2017. Includes interest rate subsidies.
 (3) Source: State of Colorado Long Appropriations Bill 2018-2019 and SB 18-262.

As stated in the CSUS Board Debt Management Policy:

The Colorado State University System's debt capacity will be determined from time to time, recognizing it is a subjective measure. Consideration should be given to bond rating agencies and related industry guidelines, however, the CSUS does not manage its debt portfolio to achieve a specific rating. The CSUS recognizes that strategy and mission must be the primary drivers of its use of debt.

CSU System Office working definition of Debt Capacity:

"Debt capacity" represents the additional amount of debt (principal) that can be issued before placing our current underlying bond ratings of Aa3 (Moody's) and A+ (S&P) in jeopardy, assuming System financial conditions remain relatively constant.

Market Comment: In the current market, each lower rating category increases borrowing cost by 7-10 basis points. While managing to a particular credit rating can institutionalize financial discipline, the rating impact of additional debt varies by project type, changes with the higher education sector outlook generally, and cannot be decoupled from operating performance and resource growth.

Credit strengths

- » Excellent strategic position as Colorado's land-grant university, with 38,955 full-time equivalent (FTE) students in fall 2017 at its multi-campus and statewide network
- » Strong 62% growth in cash and investments, to \$1.1 billion, over fiscal 2013-17
- » Robust growth in net tuition revenue, 48% increase in fiscal 2013-17 period, demonstrates growing brand reputation
- » Multidisciplinary research activity, comprising 17% of fiscal 2017 expenses
- » Bondholders benefit of Colorado intercept enhancement program for certain bonds

Credit challenges

- » Moderately highly leveraged, with spendable cash and investments to debt of 0.8x and debt to operating revenue of 1.0x, both weaker than Aa3-medians
- » Future continued campus investment and additional debt plans
- » Very low state funding for operations (11% of operating revenues) and only periodic state capital support
- » Large unfunded pension liability adds considerable debt-like liabilities and inflexible costs

Factors that could lead to an upgrade

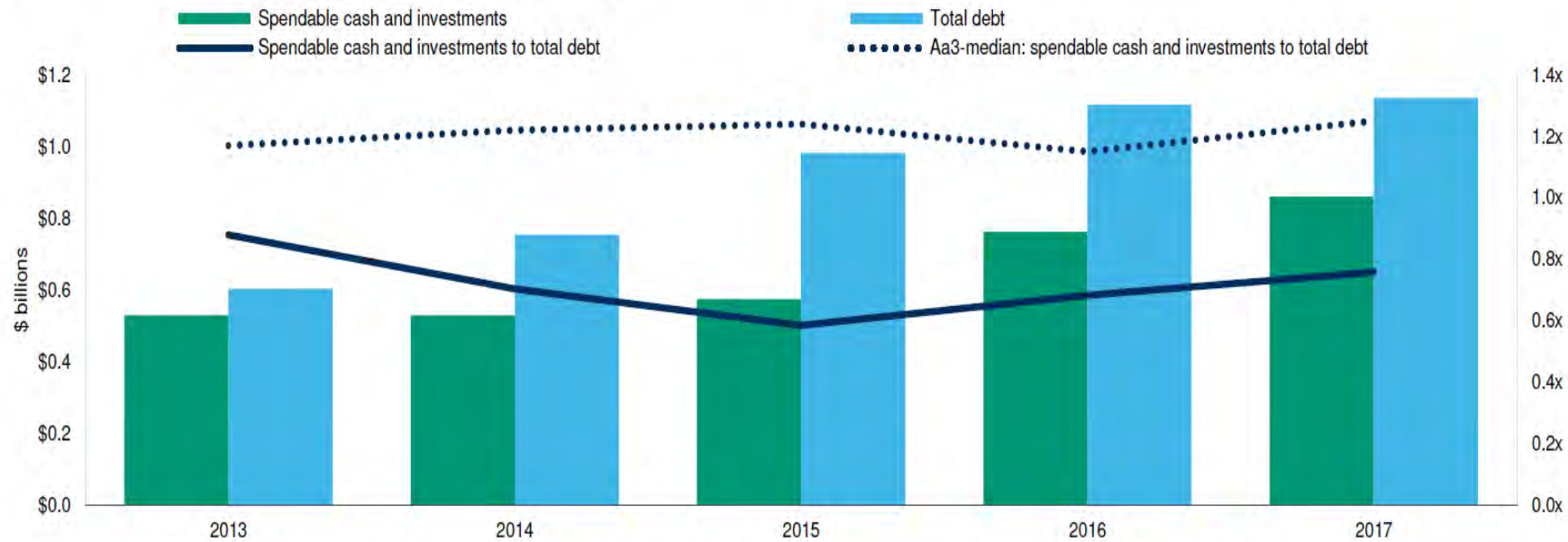
- » Underlying rating: Sizeable improvement in spendable cash and investments relative to debt, sustained strong cash flow margins, and limited debt increases
- » Enhanced rating: Upgrade in the State of Colorado issuer rating

Factors that could lead to a downgrade

- » Underlying rating: Sustained deterioration of cash flow margins and debt service coverage, erosion of liquidity, and significant increase in leverage beyond what is currently planned
- » Enhanced rating: Deterioration in credit quality of the State of Colorado issuer rating

- Most “Aa3” rated public universities have more spendable cash and investments than debt; the “Aa3” median for the ratio is 1.25x, i.e. spendable cash and investments could pay off all existing debt, with a 20% to 25% balance leftover.
- CSU’s spendable cash and investments cover only \$0.76 and \$0.67 of every \$1.00 of debt outstanding as of June 30, 2017 and June 30, 2018 respectively.

CSUS continues to be highly leveraged despite strong growth in cash and investments



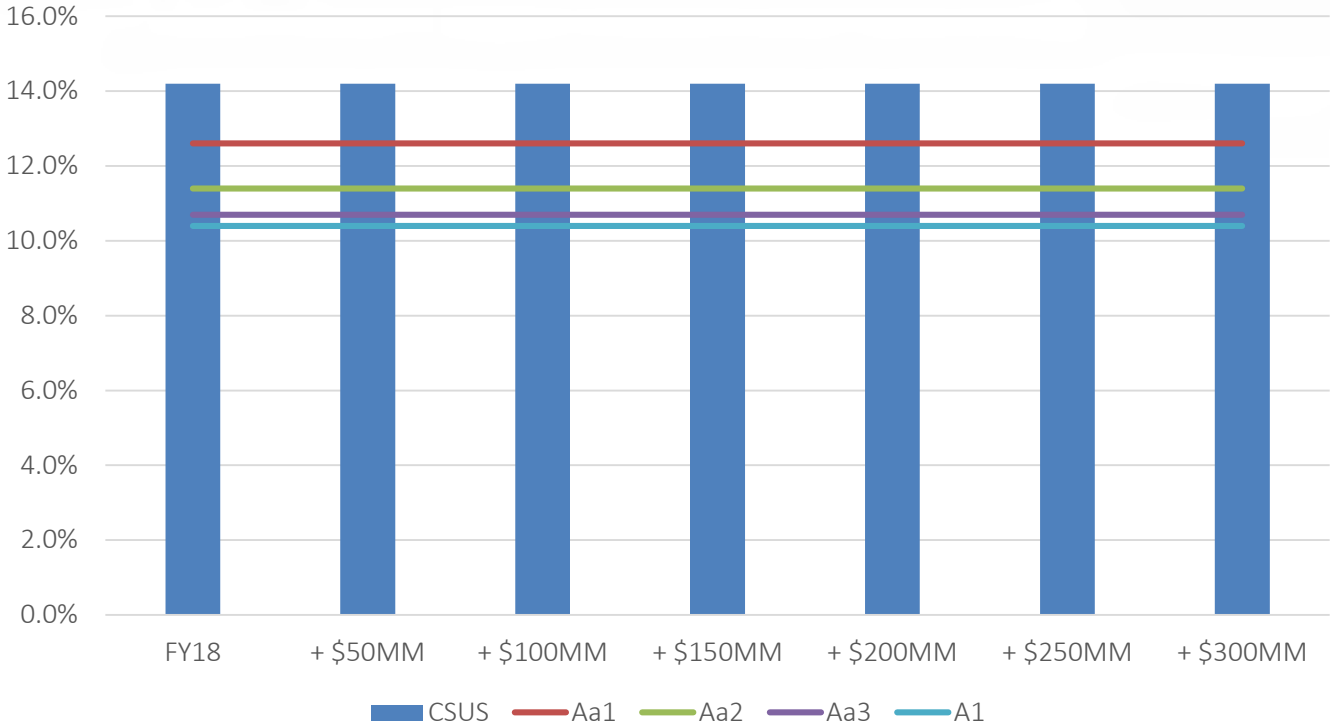
Source: Moody's Investors Service

Pro-Forma Operating Ratio – Cash Flow Operating Margin



- Strong operating margins offset the System’s moderately high leverage.
- Erosion in operating margin and /or liquidity reduces debt capacity at current rating levels

CSUS’s FY18 Cash Flow Operating Margin Exceeds Median for “A1” through “Aa1” Rated Universities



- The System's estimated near term (18-24 months) debt capacity at its current ratings, using unaudited FY18 financial results is between \$250 and \$300 million. The Series 2018A Bonds for CVID and the JBC Global Food Innovation Center closing in late November will reduce capacity by \$30.4 million for a capacity of **\$220 to \$270 million as of December 2018.**
- Existing and future certificates of participation issued for the NWC project do not count against the System's debt capacity.
- This estimate of new debt that could be issued at the System's current ratings of Aa3/A+ over the next 18-24 months assumes that the System's cash flow operating margin, operating reserves and pricing power (year over year growth in revenue) stay in the "Aa" category.

Additional Observations

- As CSUS's annual debt service as a percentage of its operating budget approaches 5%, incremental increases to the current debt load have greater future financial flexibility implications than in the past.
- CSUS has reached a level of leverage that in management's view necessitates additional scrutiny of the revenue and net income associated with each new project proposed to be debt financed.
- Cash flow operating margin and the consolidated operating reserves must be protected as new debt is layered into the capital structure as a part of a holistic approach to managing the continuing financial health of the System.

Item #12

Treasury Investment Report

COLORADO STATE UNIVERSITY SYSTEM

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



CSU System Treasury Update

- Tier III investments are complete at the end of October.
- \$220,000,000 was liquidated from CSU, CSU-Global, and Board of Governor's State Treasury Pool funds over the last four months to fund Tier III.
- An investment manager for Tier II has been selected:
Brown Brothers Harriman (BBH)
- Approximately \$55 million will be invested by BBH by April, 2019
- A search for a custodian bank is underway and expected to be in place by April, 2019.

Colorado State University System Operating Portfolio

	Beg Bal FY2019					Unrealized Gain/Loss
	1-Jul-18	31-Jul-18	30-Aug-18	30-Sep-18	31-Oct-18	
<i>Tier I</i>						
State Treasury Pool	\$ 480,300,000	\$ 364,100,000	\$ 337,011,585	\$ 344,910,479	\$ 292,669,036	
Vanguard MM		20,000,000	20,038,763	20,071,430	20,106,648	
Goldman Sachs MM		20,000,000	20,000,000	20,000,000	20,000,000	
Fidelity MM		20,000,000	20,032,916	20,064,400	20,099,664	
Total Tier I	480,300,000	424,100,000	397,083,264	405,046,309	352,875,348	
<i>Tier II</i>						
Total Tier II	-	-	-	-	-	
<i>Tier III</i>						
Fidelity S&P 500 Index		15,000,000	30,806,021	46,025,836	58,192,172	(1,807,828)
Vanguard US Completion		5,000,000	10,239,022	15,075,729	18,703,996	(1,296,004)
Vanguard Intl Equity		13,500,000	26,706,576	40,180,538	50,595,609	(3,404,391)
Vanguard Core Fixed Income		21,500,000	43,097,013	64,373,966	85,359,603	(640,397)
Total Tier III	-	55,000,000	110,848,632	165,656,069	212,851,380	(7,148,620)
TOTAL OPERATING PORTFOLIO	\$ 480,300,000	\$ 479,100,000	\$ 507,931,896	\$ 570,702,378	\$ 565,726,728	

COLORADO STATE UNIVERSITY SYSTEM

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



Section 4

Colorado State University Reports

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



Syron-Sullivan Board of Governor's Report

as of November 20, 2018

LETTER FROM THE PRESIDENT

The reality of our situation is that we, as an administration, have one year. If I've learned anything in my time as President, it is that higher education evolves at slow pace. I have strategically positioned us to focus on issues and platforms that could both see movement while bettering our team. I am confident when I say that we are now trained and tested. I believe that this administration knows what work should be, and how ASCSU can look when this work is properly executed. We have learned how to market aggressively, what sells and what doesn't, how to get results through collaboration, and how to enjoy the experience. With this lesson being learned, it is now time to close some initiatives while vigorously pushing others, and taking on new substantial issues using our new capability to tackle them. While this year may be short, I believe this report encompasses ideas, that with our team's experience can be accomplished in the short time frame. The administration has continued to yield results and is best characterized by Robert F. Kennedy when he said, "Some men see things as they are and say 'why'; I dream things that never were, and say 'why not?'"

*"The measure of success is how far you bounce back
once you've hit the bottom."*

-George S. Patton

The restorative justice team went to visit CU Boulder to further our proposal for incorporating several city ordinances. We believe these ordinances shouldn't leave students with criminal misdemeanors, such as noise, public urination, and other minor offenses. Boulder taught our team a lot around why they switched to using this system of education rather than punitive measures. We have two follow-up meetings but now understand how to argue this, who to argue it with, and in what order it should be discussed. We are collecting data from Boulder to show the recidivism rates, in addition to developing a plan of incorporation into CSU's Restorative Justice Program. In the last few months we've managed to map out exactly how Boulder does it, and what expansion of that module here would look like. Currently we are encouraging the new Restorative Justice Director of CSU to start working with us to develop our plan and estimate costs. We have a meeting with a Boulder Judge to get some data on noise tickets as well as Fort Collins Police Department to gather statistics.

We started our first student tailgating lot with recording setting attendance, that then plummeted 60% or so the following three games. After weeks of planning we managed to strike a deal with Athletics and Fraternity Councils that incorporated a realistic plan to end the season strong. We moved the location to the west end of campus, where the majority of student housing resides, along with traffic to the game, in addition to getting all the fraternities to agree to come. We ended the season with an estimated two to three thousand students at the ASCSU Student Tailgate. My administration firmly believes we've made successful relationships and plan to ensure tailgating has an environment to thrive in future years. We are also developing a 7-year plan to enhance the overall game day experience to be presented to Joe Parker by the end of our term.

PARKING AND 'SAVE THE SKELLER'

We've presented the changes we'd like to see and why we believe they are beneficial and are still awaiting to see if they are accepted or rejected. The parking plan consists of resigning and reducing the hourly rate in specific lots. I won't lie when I say that these plans contained disappointing results. We believe that accessible transportation is key to student success. We also believe we've hit a wall with parking costs and are now looking to the Fort Collins Bus System to see if we can incorporate more robust routes. The locations that students are left behind due to inadequate options and routes to long-distance off campus housing that have buses only once an hour will be the focus. My team has worked diligently to reduce the financial cost of a college experience. Our "reduction of cost mentality" pushed us towards the 'Save the Skeller,' as an minor example of student savings. The cost per ounce of beer went up significantly while the justification around the change was concerning liability. After talking with the Liquor Enforcement Department of Fort Collins Police, we believe there is no substantial liability issue. Additionally, data from CSUPD indicates that there

was zero under-aged drinking reported in 2018 at the RamSkeller, thus far. Our case was presented to the Director of the LSC, Mike Ellis, and we are hoping to see a re-evaluation of the cost per ounce in order to appease student discontent around the decision. Between parking and beer, we emphasize the fact that at CSU, there is no problem too big to solve and no problem too small to ignore.

*All this will not be finished in the first
one hundred days. Nor will it be finished
in the first one thousand days . .
.nor even perhaps in our lifetime on this
planet. But let us begin.
- John F. Kennedy*

ME+3 MOVEMENT

Much of this administration's time has been put into new ideas and program creation; a fresh start for thought. This is the one of our few platforms which is a continuation of the past. ASCSU has spent thousands of dollars in this enhancement for the community, and I'm proud to say we have continued the effort vigilantly. We've spent thousands on shirts, promotional materials, reading materials, and even a plane flying our banner to advertise our survey which translated into results. After canvassing to over 700 homes, the survey came back with over 1,300 responses, which totaled over 20% in response rate. This was a higher return than estimated, which gave more than sufficient statistical relevance. Moving forward we will await the results while planning our approach to navigate the ME+3 Law to City Council.

SAME-DAY PARTY REGISTRATION

In our discussions with CU Boulder and Fort Collins dispatch we now believe it is entirely feasible to restructure current party registration regulations to accommodate for Same-Day Registration. We believe we can accommodate the needs of the local police while increasing resources for the students and the community by opening police resource elsewhere. By creating on-line registration, eliminating background checks, and overall simplifying the system, party registration will be more effective than ever before.

THE ENVIRONMENT

A student told me the other day that I wasn't doing enough for the environment and sustainability on campus. I reflected and agreed, now we are working to create an environmental test and module that students take when registering to become a student at CSU. I believe that this university has the infrastructure for recycling, along with other sustainable programs, but lacks the educational piece of specific environmental mistakes that most students take part in on a daily basis. We believe this test and module will highlight our commitment to the environment, increase sustainability results, and set a standard for campus moving forward.

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

December 5-6, 2018 Denver, CO.

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

Faculty at Colorado State University are intensely aware of and actively researching higher education market changes for thoughtful assessments of opportunities for new curricula, pedagogies, programs, degrees, certifications, and outreach, and are testing new pedagogies and technologies for instruction and communication with students and between students.

Faculty Council's work in October and November 2018 has included:

- Have changed the manual regarding non-tenure track faculty rank and appointment types designed to provide longer contracts, promotional paths and professional development opportunities for non-tenure track faculty.
- Have modified the preface to the faculty and administrative professional manual to allow a more effective shared responsibility/authority for making changes by either group.
- Have approved new degree programs, which are described in the Board materials.
- Have made further progress in developing the LENS instrument, the new course evaluation form(s) designed to assess student experiences with instructional facilities and technologies, as well as new faculty teaching and service evaluations,
- Have requested a survey of both the faculty and general CSU student body's impressions of the impact of the INTO program on CSU programs and culture.
- Are in the process of developing a new survey of all CSU Faculty and staff regarding the performance and general effectiveness of the role of the University Grievance Officer.

The faculty are very appreciative of the Presidential Search Advisory Committee listening sessions for the Faculty Council, the Administrative Professional Council, the Classified Personnel Council, the Presidents' Cabinet, and for the CSU students. The faculty want the Search Committee as well as the Board of Governors to prioritize the importance of an overt culture of shared governance, and sustaining and growing of our world-class research, academic, and innovative outreach and extension programs when selecting our next president. Maintaining a top focus on premier research faculty and facilities has been highlighted as essential to continue to maintain and grow our success in national and international research funding and partnerships, as so much of our operational budget is dependent on the overhead which is provided by these grants. Other priorities include sustaining an effective faculty-to-student ratio that will optimize student development experiences and create long lasting relationships with alumni, campus sustainability efforts, research, and programs, and a continued leadership position towards access to higher education by minorities and first-generation students. Finally, the faculty recognize the importance of strong, transparent and grant character values and communication skills for the next president's successful term.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
December 6, 2018

I. MAJOR HONORS AND AWARDS

A. CSU ranks 5th on prestigious 'Best for Vets' list

Colorado State University ranks fifth nationally among public universities and No. 1 in Colorado in the 2019 *Military Times* "Best for Vets" rankings, announced Oct. 25. The magazine noted CSU's wide-ranging commitment to the success of student-veterans and their families, including one-on-one peer mentorship, the New Start for Student Veterans program in the College of Health and Human Sciences, and \$10.8 million in private educational support over the past five years that helps fill gaps not covered by GI Bill funds. CSU ranks sixth among all four-year schools. A record of 178 new military-related students – a 41 percent increase in just one year – were welcomed to campus in the fall.

B. CSU freshman named Boys & Girls Clubs National Youth of the Year

Malachi Haynes, a first-year Health and Exercise Science major, was named on Sept. 25 as the 2018-19 Boys & Girls Clubs National Youth of the Year. Erin Porteous, chief executive officer of the Boys & Girls Clubs of Metro Denver, said Haynes has an incredible work ethic, a strong commitment to the Clubs, and deserved to win this prestigious award, representing Club kids in Colorado and across the nation. Haynes said he plans to continue his work of inspiring the next generation and creating impact.

C. CSU chosen for EcoCAR Mobility Challenge

Colorado State University is among 12 teams to join the EcoCAR Mobility Challenge, the fourth in a series of Advanced Vehicle Technology Competitions sponsored by General Motors and the U.S. Department of Energy. Changing the philosophy from previous years, the four-year competition will focus on vehicle autonomy, as teams implement prediction and sensing systems to improve safety and fuel economy, specifically for the car-sharing market. This year, the team will be laying the groundwork for the design of the car and deciding which components and architecture to use. The competition aims to improve vehicle technology and develop the next generation of automotive engineers.

II. STUDENT SUCCESS

A. New peer mentoring program created as part of Fostering Success

CSU's Fostering Success Program, started in 2010 for students from independent backgrounds, has formed a new mentoring program for CSU students who were foster youth or otherwise

separated from their parents. The Fostering Success mentorship program is for those who previously used the program to engage with incoming first-year and transfer students. This offers new CSU students from independent backgrounds a chance to interact with peers who already are familiar with campus resources and who have been successful in their college careers. The program began with volunteer work from a couple of graduate students and staff who recognized a need to support students from independent backgrounds. It includes students from foster care, students who have been emancipated, students in kinship care, unaccompanied homeless students, and any student lacking parental support. The program currently serves more than 200 students from a variety of independent backgrounds.

B. New state program recruits rural veterinarians by repaying college debts

At least one-third of Colorado's 64 counties – encompassing vast stretches of ranchland on the state's Eastern Plains and Western Slope – lack the veterinarians needed to care for the sheep, hogs, dairy cattle, and beef cattle that are essential to food production and the well-being of rural economies and communities. The Colorado Veterinary Education Loan Repayment Program, a new state program administered with staff support from CSU's College of Veterinary Medicine and Biomedical Sciences, seeks to curtail the problem by helping repay college debt for veterinarians who pledge to practice livestock medicine in underserved agricultural communities. The Colorado Veterinary Education Loan Repayment Program will provide \$70,000 over four years for each awardee. The first two recipients will be named in December.

III. INNOVATION AND RESEARCH

A. Colorado State University selected for new, nationwide, high-intensity laser network

Colorado State University scientists are joining a new research network called LaserNetUS, established by a two-year, \$6.8 million grant from the U.S. Department of Energy. The network is intended to give U.S. scientists access to some of the most intense laser sources available. The initiative is funded by the Department of Energy's Fusion Energy Sciences program (FES) within the Office of Science and includes institutions nationwide operating high-intensity, ultrafast lasers. High-intensity lasers have a broad range of applications in basic research, manufacturing, and medicine. LaserNetUS includes some of the most powerful laser facilities in the United States. University Distinguished Professor Jorge Rocca, in the Department of Electrical and Computer Engineering and Department of Physics, is the network's lead investigator at CSU.

B. Drone center launched to enable unique research opportunities

Colorado State University is launching a center to make the use of drones more accessible to university researchers and to offer professional drone pilots assistance with navigating complicated FAA regulations, flight authorizations, and the complexity of the drone itself. Drones can enable faster, easier, and better research efforts, from mapping erosion or tree diseases in forests to monitoring wildlife populations and activity and measuring substances in the atmosphere. The CSU Drone Center, housed in the Vice President for Research Office, will help researchers access equipment, professional drone pilots, and permission to fly in university and non-university airspace. CSU Police Department Sgt. Christopher Robertson serves as coordinator for the center.

C. CSU research team receives grant to address statewide teacher shortage

Colorado State University's Center for Educator Preparation in the School of Education has been awarded a grant from the Colorado Department of Education to address Colorado's teacher shortage by promoting enhanced teaching candidate recruitment, preparation, and retention in the rural school district of Sterling, Colo. The grant funds a collaboration with RE1 Valley Schools, headed by Jan DeLay, and CSU Northeast Regional Engagement Center, directed by Karen Ramey-Torres. CSU Assistant Professor Ann Sebald is co-director of the center.

D. Integrative research team explores tropical mountains' biodiversity

Lack of seasonal temperature variation in tropical mountains has led to species that are highly adapted to narrow niches, creating the right conditions for new species to arise in these areas, according to a Nov. 5 study co-authored by Colorado State University scientists in *Proceedings of the National Academy of Sciences* (PNAS). While those traits make tropical mountains among the most biodiverse ecosystems on Earth, the study finds that they also make species living in them more vulnerable to rapid climate changes. The PNAS study compared rates of evolution in three types of aquatic stream insects in temperate and tropical mountain ranges: mayflies (Ephemeroptera), stoneflies (Plecoptera), and caddisflies (Trichoptera). Over a two-year period, CSU biologists led teams that collected samples of insect communities from streams in the Colorado Rockies and the Ecuadorian Andes at increments of 200 meters in altitude. Their findings have implications for similar patterns in other tropical mountain species. CSU researchers included Chris Funk, LeRoy Poff, and Cameron Ghalambor, all professors in the Department of Biology; and Boris Kondratieff, professor in the Department of Bioagricultural Sciences and Pest Management. All four faculty members also are affiliated with CSU's Graduate Degree Program in Ecology.

IV. COMMUNITY IMPACT

A. President's Council on Culture to guide change efforts

President Tony Frank announced the formation of a new President's Council on Culture – a leadership group he will chair – to guide university efforts to promote equity, inclusion, and cultural change at Colorado State University. Mechanical Engineering Professor Sue James and Vice President for Student Affairs Blanche Hughes will serve as co-vice-chairs. The PCC will provide strong, senior leadership, accountability, and coordination to create a culture that truly welcomes and elevates all people.

B. CSU and Rocky Mountain PBS partner to broadcast bite-size science

A new series of short science stories from Colorado State University is airing on Rocky Mountain PBS. The one-minute video "Conversation Starters" feature CSU faculty experts discussing topics they have researched and written about on The Conversation. The Conversation is an influential international news website that distributes research-based reports written by academic experts and edited by experienced journalists to a global audience. The new "Conversation Starters" air

between full-length programs on Rocky Mountain PBS, typically during news- and information-oriented prime-time programming.

C. Cans around the Oval: Food drive raises record \$61K, plus 35,456 pounds of food

CSU and the surrounding community donated the equivalent of 342,753 pounds of food during the 32nd annual Cans Around the Oval drive that ended Oct. 17. Cans Around the Oval, a major food drive to benefit people who rely on the Food Bank for Larimer County, collected 35,456 pounds of food and raised \$61,459 in monetary donations this year – an all-time high for financial contributions.

D. CSU partners with Denver Startup Week

As part of a larger partnership with Denver Startup Week in September, CSU hosted 10 sessions at the CSU Denver Center and led six expert sessions throughout the week, showcasing innovation at CSU in coordination with its industry partnerships. The event brought together an estimated 20,000 aspiring entrepreneurs, successful startup owners, business and civic leaders for educational sessions, social connections, and motivational events. More than 100 students participated in DSW, including journalism classes that provided robust coverage throughout the week and hosted a CSU Newsroom at the event.

E. CM Cares spruces up Denver homes

CSU's CM Cares program partnered with Extreme Community Makeover in Denver on Oct. 20 to clean up local residents' homes. Extreme Community Makeover recruited more than 150 volunteers to complete work for several projects; CSU volunteers tackled four. The Department of Construction Management's CM Cares program promotes service learning by infusing leadership traits, team building, and ethics through community service activities. It focuses on teaming students, faculty, staff and industry partners to complete construction-related projects for people with special needs or local community service agencies needing assistance that cannot be provided by other sources. The project was part of CSU's long-term commitment to the future National Western Center in north Denver and its surrounding communities.

F. New trash, recycling bins make waste management look, act smart

Sixty recently installed trash and recycling receptacles that look and act smart will change how Facilities Management talks trash and how the unit manages waste on campus. These are no ordinary receptacles. They are high-tech, solar-enabled trash and recycling receptacles that communicate directly with Facilities Management. Designed with several sustainable features, each receptacle is connected to a solar-powered smart communication system and software that alerts Facilities Management when it's full. That helps Facilities manage things like windblown litter and overflowing cans, as well as set staffing priorities. The cans even know when to compact trash – and compact it themselves – to make room for more. Each receptacle can hold up to five times the amount of trash and recycled items as regular bins. Powered by small solar panels with energy stored in an internal battery, the smart receptacles are expected to reduce by 80 percent the number of trips Facilities Management makes to empty trash and recycling bins.

G. 2,000 PSD third-graders to participate in CSU's Ag Adventure

Nearly 2,000 Poudre School District third-grade students from 72 classrooms visited Colorado State University's Agricultural Research, Development, and Education Center Sept. 26 and 27 for Ag Adventure. Ag Adventure provides elementary students a chance to engage in hands-on agricultural activities. A CSU student committee developed six learning stations, each covering a different aspect of the agricultural industry. PSD third-graders learned more about the impact of agriculture on their daily lives through learning experiences with soil and water, sheep, beef and dairy, farm to plate, safety, and other important topics in today's agricultural industry.

V. FISCAL STRENGTH

A. 'Thanks a Billion' campaign hits \$1B target ahead of schedule

Colorado State University announced it hit its fundraising goal of \$1 billion nearly two years ahead of schedule. CSU received 179 transformational gifts of \$1 million or more. These transformational gifts create scholarships, support faculty, boost the university's research enterprise, and support physical improvements across campus. The "State Your Purpose" campaign will continue through the university's 150th anniversary in 2020.

B. Major Gift Report

Major Gifts – Not Previously Reported

	October 2018		FY19 (July - October)		FY18 (July - October)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$4,369,562	5,044	\$26,293,913	11,564	\$25,388,549	11,638
Irrevocable Planned Gifts	-	-	-	-	\$82,781	3
Revocable Gifts and Conditional Pledges	\$1,920,000	10	\$29,897,801	38	\$10,931,003	34
Payments to Commitments Prior to Period	(\$925,543)	518	(\$4,643,479)	667	(\$4,870,532)	749
Total Philanthropic Support	\$5,364,019	4,804	\$51,548,236	11,326	\$31,531,801	11,288
Other Private Support	\$2,014,723	39	\$9,438,044	660	\$9,256,914	77
Net Private Support	\$7,378,741	4,838	\$60,986,279	11,845	\$40,788,715	11,359

Revocable commitment to support the *College of Agricultural Sciences Enrichment*, College of Agricultural Sciences

Revocable commitment designated to support the *Students First Scholarship Endowment*, Enrollment & Access, and the *Swimming Discretionary*, Athletics

\$2,750,000 designated as a pledge and revocable commitment to support the *Seeker Oncology Research Fellowship Endowment*, College of Veterinary Medicine & Biomedical Sciences

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\$1,500,000 revocable commitment to support the *Salvatore Pizzo Canine Research Endowment*, College of Veterinary Medicine & Biomedical Sciences

Revocable commitment to support the *Robert G Leisure and Jeanine Smith Leisure Endowed Chair in Physics*, College of Natural Sciences

\$1,400,000 revocable commitment to support the *Kate Koogler Canine Cancer Fund Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 pledge designated as \$700,000 to support the *Institute for Entrepreneurship Endowment*, College of Business, and \$300,000 to support the *Center for Entrepreneurship*, College of Business

\$792,000 pledge to support the *FELIDAE Program for Lizzie Support*, College of Veterinary Medicine & Biomedical Sciences

\$750,000 revocable commitment to support the *Cross Family Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$486,000 in gifts to support the *Gentle Giant and Orthopedic and Mobility Medicine*, College of Veterinary Medicine & Biomedical Sciences

\$450,000 revocable commitment to support the *One Cure for Flyer Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$350,000 pledge to support the *Seeker Oncology Research Fellowship*, College of Veterinary Medicine & Biomedical Sciences

\$315,000 gift to support the *One Cure for Jess*, College of Veterinary Medicine & Biomedical Sciences

\$256,000 revocable commitment to support the *Robert and Janelle Marsh Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$250,000 revocable commitment to support the *A Vital Press: The CSU National Beacon of Truth Forum Endowment*, College of Liberal Arts

\$250,000 revocable commitment to support the *Rudy and Kay Garcia Athletics Scholarship Endowment*, Athletics

\$250,000 revocable commitment to support the *Rudy and Kay Garcia College of Business Scholarship Endowment*, College of Business

\$223,158 in pledges designated as \$125,000 to support *One Cure*, \$75,000 to support *Argus Institute Counseling and Support Services*, and \$23,158 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences

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\$209,699 gift to support the *Reisher Scholars*, Student Affairs

\$204,000 gift to support *Agricultural Sciences - Research*, College of Agricultural Sciences

\$200,000 revocable commitment to support the *Marie C. Butler Memorial Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$154,000 revocable commitment to support the *Equine Reproduction Laboratory (ERL)*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 pledge to support the *Kenneth Davis Family Marketing Scholarship Endowment*, College of Business

\$100,000 pledge to support the *Betsy Davis Family Accounting Scholarship Endowment*, College of Business

\$100,000 gift designated as \$60,000 to support the *Richardson Design Center*, College of Health and Human Sciences; \$30,000 to support the *Golden Hands Scholarship*, College of Health and Human Sciences; \$9,000 to support *Fashion FUNDamentals*, College of Health and Human Sciences; and \$1,000 to support *Design and Merchandising*, College of Health and Human Sciences

\$100,000 pledge to support the *Temple Grandin Equine Center*, College of Agricultural Sciences

\$100,000 revocable commitment designated as \$50,000 to support the *Kimberly S. Roberts Mountain Campus Experience Scholarship Endowment*, Warner College of Natural Resources, and \$50,000 to support the *Kimberly S. Roberts Geoscience Scholars Fund Endowment*, Warner College of Natural Resources

Revocable commitment to support the *Johannes and Seraina Gessler Scholarship for Study Abroad Endowment*, College of Engineering

VI. NOTABLE HIRES AND PERSONNEL CHANGES

A. Conover named director of the Salazar Center for North American Conservation

Beth Conover joined Colorado State University in October as director of the Salazar Center for North American Conservation, housed in the School of Global Environmental Sustainability (SoGES). Conover has spent her entire career working at the intersection of environmental policy and community development. The Salazar Center for North American Conservation was established in August 2017, thanks to the vision of former U.S. Secretary of the Interior Ken Salazar and with support from a significant gift from the Bohemian Foundation. Conover most recently served as senior vice president at the Gates Family Foundation in Denver, where she had worked since 2011. From 2003 to 2007, she worked for John Hickenlooper, then mayor of Denver.

During her tenure at the city and county, Conover developed the Greenprint Denver sustainability office and created a climate action plan for the city. She was one of four senior policy advisors to the mayor and his former chief of staff, now U.S. Senator Michael Bennet. Conover said she expects to tackle big topics in her new role at the center, including land, water, and climate issues in Canada, the United States, and Mexico.

B. Living wage implemented, raises income of 385 CSU employees

Earlier this fall, Colorado State University put in place a living wage initiative for the lowest-paid employees at CSU. Conceived in 2016, the new living wage means a minimum annual income of \$30,000 for salaried employees. Implementation raised the income of 358 state classified personnel, 22 administrative professionals, and five academic faculty. The University will invest \$1.148 million annually to maintain those baseline salaries and additional fringe benefit costs. CSU also added another \$44,085 to address salary compression and elevate salaries of others in near salary ranges. As the popularity of Fort Collins has grown, so has the cost of living. Fort Collins' cost of living is 25 to 30 points higher than the national average, depending upon the index. The living wage proposal initially arose through the campuswide Re-Envision CSU process, that was conducted in preparation for CSU's 150th birthday in 2020 and coordinated by the Classified Personnel Council, Administrative Professional Council, and Faculty Council. Many of those invited to share their hopes and dreams for CSU cited a living wage for employees as a critical concern. Employees who benefited from the increase include administrative assistants, animal care and laboratory support staff, custodial staff, dining services staff, materials handlers, and research associates. The largest increase was \$7,548 a year.

BOARD OF GOVERNORS

DECEMBER 5, 2018



COLORADO STATE UNIVERSITY SYSTEM

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GRADUATION RATES

	All CSU Students	All MW Students (avg.)	CSU Student-Athletes	All MW Student-Athletes (avg.)	NCAA Div. 1 FBS Student-Athletes	All NCAA Div. I – FBS Students	Rank in MW
Single Year Federal Graduation Rate (2011-12 Cohort)	69%	55%	73%*	64%	68%	68%	2 nd (Utah State 1 st at 79%)
Four -Year Class Average	67%	56%	67%	63%	68%	67%	2 nd (tied with Fresno State and Utah State; Boise State 1 st at 69%)
NCAA Graduation Success Rate (GSR)	N/A	N/A	85%	83%	87%	87%	3 rd (behind Boise State and Fresno State)

*Highest rate for student-athletes since at least 1998-99 cohort.

Information for cohorts prior to 1998-99 not available.

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STUDENT-ATHLETE DEMOGRAPHICS

The following subpopulations are over represented in student-athletes compared to the non-student athlete population

- Pell Recipients
- URM
- First-Generation
- Nonresident

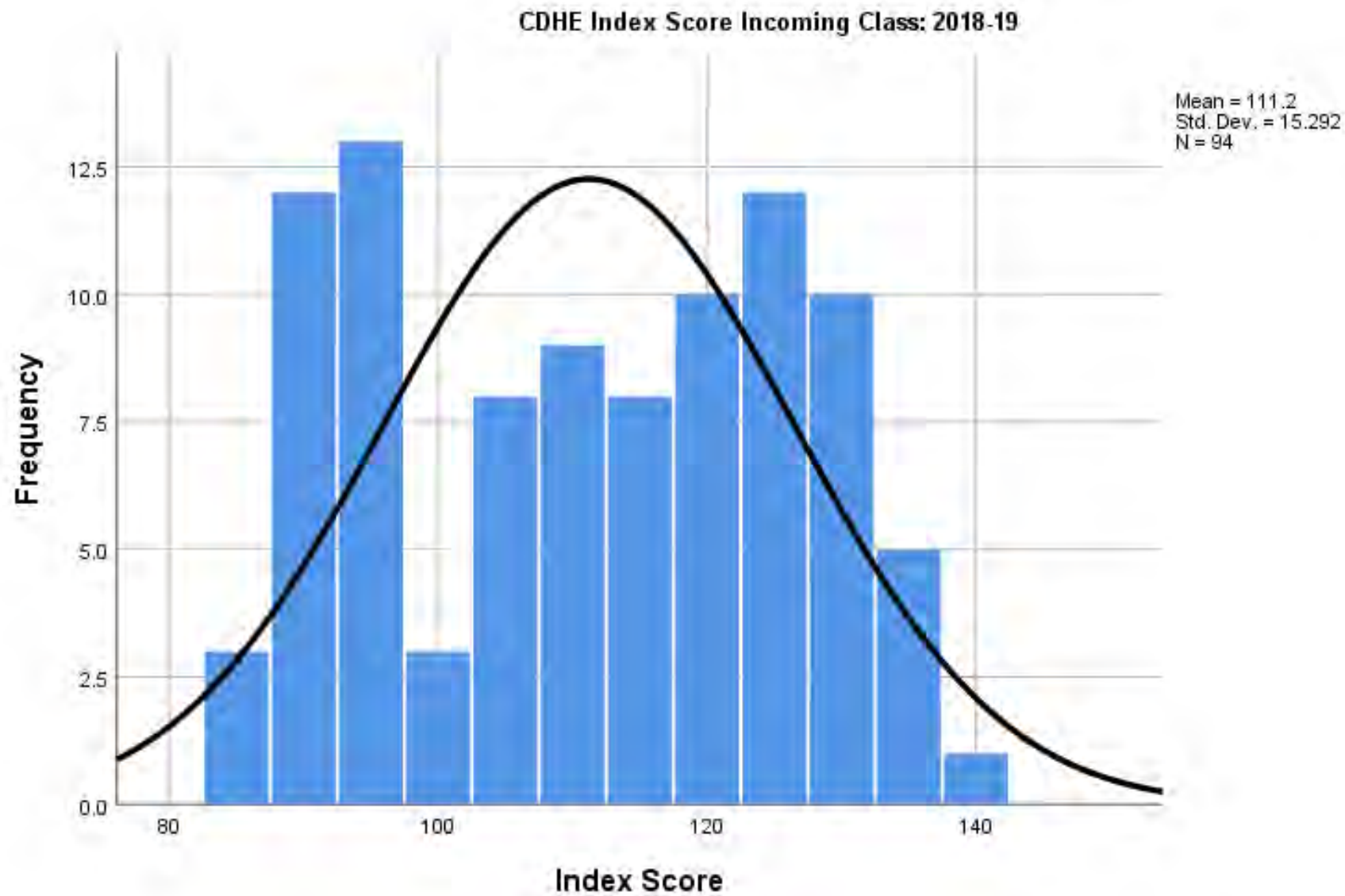
Student-athletes have a statistically similar average CCHE Index (derived from HS GPA and Test Scores compared to non-student athletes

- A larger proportion fall below 100. The student-athlete distribution is somewhat bimodal, unlike the rest of the student body.
- Lower index scores are especially common in first-generation student-athletes.

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STUDENT-ATHLETE SUCCESS

Higher undergraduate second and third fall retention rates than non-student-athletes.

Similar undergraduate 6-year graduation rates to non-student-athletes.

First generation student-athletes have similar first-year GPAs as non-student-athletes students. Non-FG student-athletes have higher GPAs than their non-student-athlete peers.

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STUDENT-ATHLETE SUPPORT SERVICES PROVIDES MULTIPLE TYPES OF ACADEMIC SUPPORT

Course-based Tutoring: One on one and group based tutoring for specific subjects.

Academic Skill Development: Support for student-athletes with cognitive challenges.

Academic Mentoring: Support for student-athletes with sound cognitive skills who need assistance with organization and time management.

PROS (Planning and Work Time): Support for student-athletes in objective based study hall.

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SASS DATA

TYPE OF ACADEMIC SUPPORT	AVERAGE NUMBER OF STUDENT HOURS PER WEEK
Course-based Tutoring	237.5
Academic Skill Development	57.5
Academic Mentoring	66.5
Planning and Work Time	151.75
Total Hours of Academic Support	513.25

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ACADEMIC SUPPORT

Seminar Bridge Courses:

- IU 193 - Freshman Seminar
- IU 171 – Transfer Student-Athlete Seminar
 - Launching Spring 2019

Key Community:

- Key Culture, Communication & Sport

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Internship Program:

- On-campus Summer Internships
- Research/Lab Opportunities

John Mosley Leadership Program:

- Program is designed to acknowledge the experiences and meaningfully advance the holistic development of student-athletes of color

4-YR Career:

- Declare Your Futures Day

Green & Global:

- Petersfield, Jamaica (2017 & 2018)
- Earth University, Costa Rica (2019)

Rambition:

- Program dedicated to help foster the overall personal, professional and leadership development of CSU's female student-athletes



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Student-Athlete Support Services (SASS)

In SASS, the primary role of the fulltime staff members is to serve as academic coordinators for student-athletes. Each team has a single assigned academic coordinator, with the exception of the football team, which is divided among four fulltime staff members. Each semester, the academic coordinators develop academic success plans, individually customized for each student-athlete, based on the unique needs of the student. These consist of the following:

- **Two-step advising process:** Student-athletes start with their campus academic advisor to put a class schedule together. The Academic Coordinator reviews the schedule to address class/practice conflicts and verifies that student-athletes are on track to meet NCAA progress toward degree standards for eligibility. Academic coordinators must project several semesters in advance, as non-strategic advising can render a student-athlete ineligible.
- **One-on-one meetings:** The Academic Coordinator and the student-athlete meet regularly (can be weekly and even daily) to discuss the student-athlete's academic progress and help him/her stay organized. One-on-one meetings are mandatory for all first year and at-risk student-athletes. Also, high achieving students will frequently meet with their Academic Coordinator for additional assistance.
- **Tutor Program:** The SASS tutoring program provides subject-based tutoring in a one-on-one or small group session. Tutors are typically juniors or seniors. Tutors receive training upon hire and are formally evaluated at least one time per semester by the Tutor Program Coordinator. We also refer student-athletes to The Institute for Learning and Teaching (TILT) or other tutoring programs on campus as needed.
- **Learning Resources**
 - Three levels of Learning Resources are available through SASS based on student-athletes' skill levels and academic profiles:
 - **Academic Skill Development (ASD)** - ASD sessions are designed for student-athletes who have identified cognitive challenges particularly affecting reading, writing, test-taking, and learning-related skills. These sessions are one-on-one and focused on development of cognitive skill sets. All students with ASD will also have tutoring for content support.
 - **Academic Mentoring (AM)** - AM sessions are designed for student-athletes who have sound basic cognitive skills, but are continuing to develop time management and organization skills as they work to become successful college students. AM sessions are one-on-one and take place twice per week—once to identify objectives in creating a plan for the week, and once to complete the week's component in the Intellectual Conditioning curriculum. Any additional time after the session's focus is completed can be used for assistance with learning strategy application. Some tutoring, as needed, is recommended for students with AM sessions.
 - **PROS- Proactive Rams Outside of Sports** - PROS has been developed as an alternative to requiring a set number of study hall hours. Students in PROS will meet with a PROS mentor to identify academic objectives and set a plan for the week. Additional time in PROS sessions will be for students to work toward

completing their objectives. The intention of this model is to encourage student-athletes to be more proactive about their work rather than wait until they are in our facility to meet their time requirements. They can complete work at home or in sessions, then bring it to their academic coordinator or PROS mentor to review for quality and completion. With their academic coordinator's approval, they can be released for the week when all academic objectives have been met.

- **Learning Specialist meetings:** Reserved for the most academically at-risk student-athletes (e.g. diagnosed learning disabilities, low skill), the learning specialist focuses on improving skill deficits and teaching student-athletes learning strategies through one-on-one meetings and group workshops.
- **Study hall:** May be unmonitored number of hours per week, structured, or objective based.
- **Grade monitoring:** Grade checks are performed weekly for all at-risk student-athletes during one-on-one meetings. SASS staff request formal progress reports from instructors for all student-athletes twice per semester.
- **IU 193:** Transition class for new student-athletes (offered in summer), taught by SASS staff.
- **Communication with coaches:** SASS staff may meet weekly, send weekly reports, call, email and text regularly throughout the day to discuss academic progress and address issues.

SASS also provides personal and career development programming to assist in the holistic growth of student-athletes. Programs and services include:

- **John Mosley Leadership Program (partner with Black/African American Cultural Center and Athletics Diversity and Inclusion):** Created for student-athletes of color to develop leadership and to facilitate community, train and nurture peer mentors through individual and group sessions, and bi-monthly group meetings. Mentees are partnered with peer mentors (who are also student-athletes and former JMLP mentees) and professionals from the Fort Collins and Denver area.
- **Four Year Career Plan (partner with Career Center):** Prepares student-athletes for life after college, beginning their freshmen year.
 - *Freshmen Year*-Attend Career Fair, participate in community service opportunities, enroll in IU 193 class for summer student-athletes.
 - *Sophomore Year*-Participate in community service opportunities and **Declare Your Future Day** event (intensive skill, interests and personality inventories that are assessed by and discussed with a Career Counselor, followed by a celebration once majors are declared).
 - *Junior Year*-Attend **Backpacks to Briefcases** (Group dinner where student-athletes are matched with representatives from many different professions, based upon the student's interests), participate in community service opportunities.
 - *Senior Year*-Attend **Senior Mixer** (Student-athletes network with professionals from many different careers), Career Fair, participate in community service opportunities.
- **Walk-in Career Center** consultant hours (**partner with Career Center**): Student-athletes may meet with a representative in the Anderson Academic Center to review resume's and cover letters, receive career counseling, participate in mock interviews, etc.

- **Three Year Internship Program (partner with Division of Student Affairs):**
 - *1st Summer*-Participate in a career prep class and complete a 56-hour summer internship with a department or office in the Division of Student Affairs.
 - *2nd Summer*-Complete a 42 hour paid summer internship on campus, participate in reflections with SASS Director and VP for Student Affairs.
 - *3rd Summer*-Complete a 42 hour paid summer internship on or off campus, participate in reflections with SASS Director and VP for Student Affairs.
- **Student-Athlete Advisory Committee (SAAC):** Staff member provides guidance and assistance for the student-athlete advisory group. SAAC is comprised of student-athlete representatives from each sport.
- **Community, Culture and Sport Community (partner with Key Communities):** Learning Community for new student-athletes. Community members take a cohort of classes in the fall and spring, and participate in co-curricular activities as a group.
- **Rambition (partner with Athletics Compliance and Athletics Diversity and Inclusion):** Student-led leadership and community service group for female student-athletes.
- **Green & Global (partner with Athletics Diversity and Inclusion)** A service abroad opportunity for student-athletes that will take place in Costa Rica in summer 2018 (available to all student-athletes through a competitive application process).
- **Community Outreach (partner with Athletics Marketing):** Various opportunities are presented to teams and individuals to give back to the local community and state of Colorado.
- **On site semester in-takes for student- athletes with disabilities (Partner with the Student Disability Center)**

Other services and programs provided by SASS include:

- **Guest Coaches Program:** CSU faculty and staff are selected to participate in football pre-game and game-day events with coaches and team and watch the game from the sidelines.
- SASS Office also provides laptop check-outs for team travel and free printing in the computer center.
- SASS staff serve as liaisons between the Athletic Department and the campus community concerning academic and student-athlete development issues. We partner with campus resources to meet the needs of student-athletes.

Section 5

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

Associated Students' Government



December 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

Student Ran Initiatives:

- Pack Pantry
 - o This service was brought to the CSU-Pueblo campus first by individuals who recognized the food insecurity on campus. That knowledge soon turned into a search for a non-paid intern to take on the installation and coordination of the food pantry. Autumn Black, now an alumnus of CSU-Pueblo and a former student of the President's Leadership Program, undertook the pantry project in January 2014 and continued coordinating the Pack Pantry until her graduation in May 2015. The Pack Pantry serves any student, faculty, or staff member of CSU-Pueblo that is seeking aid in their struggle with food insecurity. The pantry is a partner agency to the Care and Share Food Bank of Southern Colorado and receives and purchases food items from the Care and Share Warehouse in Pueblo, as well as in-kind donations and monetary donations from donors. With the support of Lambda Chi Alpha Fraternity, Dean of Student Affairs, President, and BOG, the Pack Pantry now receives a portion of student fees to maintain operating expenses and possibly fund a part time position.
- Student Emergency Fund
 - o The Student emergency fund provides financial assistance to any students enrolled at Colorado State University Pueblo who need help due to an

emergency situation, catastrophic event, or otherwise unforeseen expenses. All of these situations may put students in jeopardy of withdrawing from the University of being unable to complete their degree. The fund is designated to off – set a short term financial need and is not intended to replace or supplement financial aid. Funds will be awarded as a grant, which does not need to be repaid. This application process was designed by former ASG President Sarah Zarr and completed by our current administration.

- Winter Wonderland
 - o This year, the Associated Students' Government has embarked on a mission to create traditions and foster new ideas to implement around campus. On November 29th & 30th, we will launch CSU Pueblo's inaugural "Winter Wonderland"! This event is open to all students, faculty, staff and community members. Please join us on a stroll through campus and enjoy light displays, hot cocoa, conversation with Santa, and observe the creativity our student organizations have on display for us! ASG is hoping to install several new traditions and experiences at our University for our students and community to be a part of.

Next Semester:

- o The Associated Students' Government is charged with making the collegiate experience enjoyable for our student body. While we are wrapping up a very successful semester of projects and support, we will be coming with the same energy and passion in the spring semester:
 - Talent Show
 - Coming mid-spring semester, ASG will sponsor CSU Pueblo's Talent Show! An operation like this will allow our students to showcase their talent in front of a school and community that has given so much support. This project is chaired and funded by the Associated Students' Government and will be open to everyone including the community.
 - Emerging Leader Award Sponsorship
 - Every spring semester, the office of Student Engagement and Leadership host the annual Student Involvement Awards. A prestigious award to be gifted is the Emerging Leader Award highlighting an individual who has shown characteristics of becoming a great leader in their community. The Associated Students' Government is looking to sponsor the award with a scholarship in order to show the investment we are willing to take on our leader's education.

In Closing:

- CSU-Pueblo is going in the right direction to enhance its college going culture. There is a genuine mind shift in the eyes of the student body, and an increase in overall pride. When walking through the newly renovated OSC, you noticed a gleam of hope and optimism for the future through the overall campus atmosphere. Students are enjoying each other's company, studying together in the new common areas, or enjoying lunch with their peers. Students are the most important aspect of this university, and we must do everything it takes to make sure their experience here is life changing, encouraging, and promising for a better future.

**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
Respectfully submitted by Susan Belpert
November 20, 2018**

**Colorado State University-Pueblo AY 2018-19
Senate Meeting Agenda OSC 006 Great Plains
October 15, 2018 3:30 PM to 5:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of agenda
- III. Approval of minutes (September 17, 2018)
- IV. Information Items/Reports/Guests
 - A. President Mottet
 - B. Provost Abdelrahman
 - C. Senate President - Margie Massey
- V. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - a. 2nd Reading Graduate Faculty Workload – (GSB) – Cindy Taylor
 - b. 2nd Reading Improve Current Teaching Evaluation Process – (FPP) – Kathryn Balek
 - c. 2nd Reading - Amended Standard Syllabus Template (Appendix B of FHC) – (Previously approved 3/27/18) (APSB) – Matt Cranswick
 - d. 1st Reading – Bachelor Degree in Health Science – (CAPB) – Arlene Reilly-Sandoval
 - e. 1st Reading – Require one reading for Curriculum Change Report – (CAPB) – Arlene Reilly-Sandoval
 - f. 1st Reading – Administrative Drop for Non-Attendance – (APSB) – Matt Cranswick
 - g. 1st Reading – Adding a Course Designation Suffix – (APSB) – Matt Cranswick
- VI. Committees/Boards Reports -
 - a. Academic Programs and Standards Board (APSB) – Matt Cranswick
 - b. Committee on Shared Governance (CSG) – Chris Messer
 - c. Curriculum and Academic Programs Board (CAPB) – Arlene Reilly-Sandoval
 - d. Faculty Compensation Committee (FCC) – Margie Massey
 - e. Faculty Handbook Committee (FHC) – Cindy Taylor
 - f. Faculty Procedures and Policies Committee (FPP) – Kathryn Balek
 - g. General Education Board (GEB) – Justin Holman
 - h. Graduate Studies Board – (GSB) Cindy Taylor
 - i. Information Technology Board (ITB) – Margie Massey
 - j. Scholarly Activities Board (SAB) – Mel Druelinger
 - k. University Budget Board (UBB) – Alan Mills

1. University Board on Diversity and Equality (UBDE) – TBD
- VII. Faculty Representatives –
- a. Board of Governors (BoG) – Susan Belpert
 - b. Colorado Faculty Advisory Council (CFAC) – Steve McClaran
- VIII. New Business
- IX. Adjournment

Faculty Senate (FS) Key Discussions/ Actions:

- President Mottet
 - A couple of weeks ago, we took our Vision: Mission and Values to the Board of Governors
 - Our faculty and staff want change but there are concerns that change will not occur.
 - February BOG/ CSU Pueblo plans for: enrollment management, expenses and revenue alignment, 5 year Vision and Mission, Curricular system, environmental and cultural systems
 - Staffing plan: will be available on the university I-drive.
 - Business Financial service: process improvement
 - University Budget Board: revision with more faculty representation: more proactive less reactive focus
 - PCC and CSU Pueblo will be signing 59 articulation agreements: transfer enrollment increase 11%, title grant 3.7 million dollars.
- Provost Abdelrahman
 - FCC recommendations: deans and chairs modification model for the FCC with president funded/ two presidential fellows develop alternatives for the faculty equity
 - Graduate Studies Board: recommendations role responsibilities for a graduate director including policies and opportunities
 - Starfish survey: due date extended to increase faculty participation (52 percent). Goal to retain 32% of students lost during their first year by connecting instructors with all students.
 - BOG approved the policy for evaluation of adjunct faculty for continuing employment.
 - Assessment plans developed with limited actions for general education, remedial math and experimental learning needs improvements.
- Committee Reports/ Senate President - Margie Massey
 - Budget Board changes and discussion related to separate Faculty Budget Board
 - Academic Programs and Standards Board (APSB) changes syllabus template and semester schedule
 - Faculty Compensation Committee (FCC) discussing formula, faculty current salaries, report will be sent to the Provost and Chairs (20-30 people impacted; min. \$500 max. \$3000)
 - Faculty Procedures and Policies Committee (FPP) reviewing actions/ priorities and terminology
 - General Education Board (GEB) restructuring Gen Ed assessment plan
 - Graduate Studies Board (GSB) piloting DARS
 - Information Technology Board (ITB) representative from Canvas on campus/ 2 weeks
 - Scholarly Activities Board (SAB) working on proposals
 - University Budget Board (UBB) committee disbanded
 - University Board on Diversity and Equality (UBDE) new chair has not met

Motions:

- 2nd Reading **Graduate Faculty Workload (GSB)**
Motion/ Approved: To encourage graduate programs to work with the Deans of their colleges to create policies to fairly manage faculty workloads related to graduate instruction.
- 2nd Reading **Improve Current Teaching Evaluation Process (FPP)** decreased from 37% to 33%; **tabled** to November 12th meeting.
- 2nd Reading - Amended **Standard Syllabus Template** tabled again to November 12th meeting.
- 1st Reading – Bachelor Degree in Health Science (CAPB): losing 75 pre-nursing students each year, project 16.1 percent is projected Health Sciences; no additional resources required.
- 1st Reading – Require one reading for **Curriculum Change Report (CAPB)**
Motion/ Approved: Only one reading be required to accept the curriculum change report in January.
- 1st reading - **Administrative drop** second reading November 12th
- 1st reading adding a adding a **new course designation suffix for simulation** second reading November 12th

Colorado State University-Pueblo AY 2018-19
Senate Meeting Agenda OSC 006 Great Plains
November 12, 2018 3:30 PM to 5:30 PM

- X. Call to Order: Margie Massey
- XI. Approval of agenda
- XII. Approval of minutes (October 15, 2018)
- XIII. Information Items/Reports/Guests
 - D. President Mottet
 - E. Provost Abdelrahman
 - F. Senate President - Margie Massey
- XIV. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - a. 1st Reading - Amended Standard Syllabus Template (Appendix B of FHC) – (Previously approved 3/27/18) (APSB) – Matt Cranswick
 - b. 2nd Reading – Bachelor Degree in Health Science – (CAPB) – Arlene Reilly-Sandoval
 - c. 2nd Reading – Require one reading for Curriculum Change Report – (CAPB) – Arlene Reilly-Sandoval
 - d. 2nd Reading – Administrative Drop for Non-Attendance – (APSB) – Matt Cranswick
 - e. 2nd Reading – Adding a Course Designation Suffix – (APSB) – Matt Cranswick
 - f. 1st Reading – Credit Hour Policy – (APSB) – Matt Cranswick
 - g. 1st Reading – Bachelor of Arts in Humanities and Social Sciences Degree – (CAPB) – Arlene Reilly-Sandoval
- XV. Committees/Boards Reports -
 - a. Academic Programs and Standards Board (APSB) – Matt Cranswick
 - b. Committee on Shared Governance (CSG) – Chris Messer
 - c. Curriculum and Academic Programs Board (CAPB) – Arlene Reilly-Sandoval
 - d. Faculty Compensation Committee (FCC) – Margie Massey
 - e. 2% COLA; equity cancelling courses \$112,000 equity adjustments
 - f. Faculty Handbook Committee (FHC) – Cindy Taylor
 - g. Faculty Procedures and Policies Committee (FPP) – Kathryn Balek
 - h. General Education Board (GEB) – Justin Holman
 - i. Graduate Studies Board – (GSB)
 - j. Cindy Taylor Information Technology Board (ITB) – Margie Massey

- k. Scholarly Activities Board (SAB) – Mel Druelinger
- l. University Board on Diversity and Equality (UBDE) – Kim Cowden
- XVI. Faculty Representatives –
 - a. Board of Governors (BoG) – Susan Belpont
 - b. Colorado Faculty Advisory Council (CFAC) – Steve McClaran
- XVII. New Business – Other options to the former Budget Board of 2012, Section 1.2.5.1 (handout provided).
 - Canvas discussion.
 - UBDE changes – See attachment
- XVIII. Adjournment

Faculty Senate (FS) Key Discussions/ Actions:

- Committee Report Summaries/ Senate President - Margie Massey
 - Proposed UBDE changes – Discussion of changes, Senate had no issues with what was proposed it will go for an expedited reading and vote at 1/14/19
 - Handout of the former Budget Board 1.2.5.1, September 2012
Purpose: To advise the Provost and President on policies and procedures involving the allocation of University resources. CSG will look at language and what the board's purpose will be.
 - Faculty Compensation Committee (FCC) – FCC completed their recommendations using a minimum of 400/3000 and 2000, it is not in the hands of the Deans/Chairs to review.
 - Faculty Procedures and Policies Committee (FPP) – FPP will meet to discuss the student evaluation motion.
 - Graduate Studies Board – (GSB) – admissions piloting DARS for graduate students and electronic application processes with training in some department graduate coordinator training in EMAS
 - Information Technology Board (ITB) – Canvas representative – Ft. Collins did a video session on Canvas focusing on migration pros/cons. Faculty were sparse at the three sessions however, we did not give them much lead time and the sessions were in the morning only. I made a motion to table the discussion on Canvas until faculty input could be obtained and more information on sustainability. The motion passed.
 - Scholarly Activities Board (SAB)
 - University Board on Diversity and Equality (UBDE) board revised to smaller group and will be meeting.

Motions:

- **Approved:** 2nd Reading – Bachelor Degree in Health Science
- **Approved:** 2nd Reading – Require one reading for Curriculum Change Report
- **Approved:** 2nd Reading – Administrative Drop for Non-Attendance
- **Approved:** 2nd Reading – Adding a Course Designation Suffix
- 1st Reading - Amended Standard Syllabus Template (January 2019)
- 1st Reading – Credit Hour Policy (January 2019)
- 1st Reading – Bachelor of Arts in Humanities and Social Sciences Degree (January 2019)



OFFICE OF THE PRESIDENT
 2200 BONFORTE BLVD
 PUEBLO, COLORADO 81001-4901
 (719) 549-2306 Fax: (719) 549-2650

DATE: November 28, 2018
 TO: Colorado State University System Board of Governors
 FROM: Timothy Mottet
 SUBJECT: December 2018 President's Report

Vision: To establish Colorado State University – Pueblo as the people’s university of the Southwest United States by 2028.

Mission: Our success will be measured by the resiliency, agility, and problem-solving abilities of our diverse student population, and the ways in which our graduates are able to navigate work in a rapidly changing world.

Guiding Principles: Develop People, Live Sustainably, Engage Place, Empower Students, Transform Learning, Cultivate Entrepreneurship, Build Knowledge, Impact Society

Transforming Learning

The University recently received its scorecard from the National Survey for Student Engagement. The survey assesses a number of learning indicators that cluster around the following learning themes: higher-order learning, reflective and integrative learning, learning strategies, quantitative reasoning, collaborative learning, discussion with diverse others, student-faculty interaction, effective teaching practices, quality of interactions, supportive environment. The national survey assesses how engaged students are in their learning in both first and final years of college and compares this engagement to students who are a part of the University’s peer group.

We have seen significant increase in our students’ perceptions of engaged learning throughout the past 18 months:

- Our students perceive that they are significantly more engaged in their learning than students at peer institutions on 12 of the 20 learning engagement indicators.
- Our students perceive that they are engaged in their learning at the same level as those at peer institutions on 8 of the 20 learning engagement indicators.
- None of our students perceive that they are significantly less engaged in their learning than those at peer institutions.
- Over 67% of our seniors report engaging in two or more high impact instructional practices compared to only 54% of students at peer institutions.

The data strongly suggests that our faculty are engaging students in their learning using high-impact instructional practices, which have been shown to yield optimal learning.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

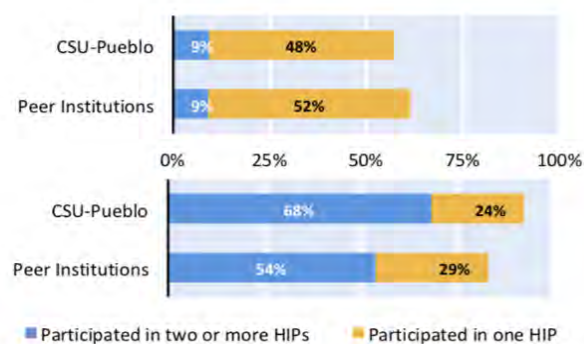
Theme	Engagement Indicator	Your students compared with Peer Institutions	
		First-year	Senior
Academic Challenge	Higher-Order Learning	△	△
	Reflective & Integrative Learning	△	△
	Learning Strategies	—	—
	Quantitative Reasoning	▲	△
Learning with Peers	Collaborative Learning	△	△
	Discussions with Diverse Others	△	△
Experiences with Faculty	Student-Faculty Interaction	▲	▲
	Effective Teaching Practices	—	—
Campus Environment	Quality of Interactions	—	—
	Supportive Environment	—	—

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Service-Learning, Learning Community, and Research w/Faculty

Senior
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



Enrollment and Retention for Spring 2019

Spring 2019 Enrollment

New student enrollment is trending positively for Spring. We are meeting internal targets for new freshman and transfer students and surpassing targets for both new and continuing online enrollments that mean our new student numbers should be flat or slightly higher than last spring. We are down 12% in continuing student enrollment, but believe that gap will narrow considerably before Spring. Many of the non-enrolled continuing students are nearing graduation, and we know they often wait until later but ultimately register. We are following a communication and outreach plan that is matching students with faculty and staff who can assist in solving the obstacles to their re-enrollment (e.g. unpaid balances, incomplete immunization records, etc.). We are also attempting to change the culture of late re-enrollment on our campus by implementing course cancellation dates for low enrollment and notifying students of the need to enroll quickly.

Fall 2019 Enrollment

While it is extremely early in our enrollment cycle, trends are also positive for Fall 2019 new student enrollment. Since we began year-to-date comparisons in the new cycle, we have been trending well ahead in all indicators (applications, admits, and deposits) compared with this past cycle. Specifically, new applications are up 60%, admits 84% and deposits 43%, all compared with the same week year to date. Along with most universities in the state, CSU-Pueblo participated in CDHE's Colorado Free Application Day Oct. 30. We provided application waivers for in-state applicants on that day, and we received **almost 800 applications for admission in that one day**, which is more than three times the number we received in the same week last year. It should be noted, however, that we were trending well ahead of last year prior to that initiative, and we anticipate improved volume throughout the enrollment funnel in this second year with Capture Higher Ed as our enrollment partner, in addition to improved yield.

We saw significant **improvement in the yield rate of our students (admit to enroll) from 11.8% in 2017 to 22.4% in 2018** and a decrease in our deposit melt, from 11.33% to 9.6%. We hope to improve on those rates in the coming cycle and leverage connections in our local schools and community from the newly opened Tracks Centers and our marketing campaign to increase our share of students from Southern Colorado. We are also building partnerships with non-traditional schools, such as online and homeschool associations, and creating special visit days and opportunities for connections to be built between our campus and those underserved student populations.

Fall 2018 Enrollment Highlights

- Fall 2018 new student enrollment (freshman and transfer) increased by more than 4%. Fall Census Resident Instruction (RI) Headcount and Percent Change. *Note.* Does not include off-campus enrollment. CSU-Pueblo had over 2,300 non-RI enrollments through extended studies offerings (approximately 725 FTE) in Fall 2017. ^[L]_[SEP]
- The student residential instructional (RI) population decreased by 2.9% in Fall 2018. Undergraduate students decreased by a smaller amount (-2.6%) than graduate students (-8.9%). This is to be expected given the large increase (57%) in graduate degrees conferred during academic year 2017-18.
- 48% of undergraduates have minority backgrounds, including 35% who self-identify as Hispanic.
- While 44% of students are from Pueblo County, the student population comes from 39 states and 41 countries.

Fall 2018 Retention Highlights (First-time, Full-time Freshman Cohort Highlights)

- CSU Pueblo's preliminary freshman retention rate increased from 63% to 68%.
- Freshman retention rates were highest among Colorado residents (71% vs. 59% non-residents), females (76% vs 61% males), Hispanic students (71% vs 68% white/non-minority), non-Pell recipients (71% vs 65% recipient), and students with high CCHE Index scores (83% Index \geq 115 vs. 58% Index \leq 100).
- Preliminary 6-year graduation rate for the Fall 2012 freshman cohort (32%) shows a decrease of 3%. However, note that Fall 2012 had "ghost" students recorded as enrolled even though they never attended (a discontinued practice), which negatively impacts graduation statistics. ^[L]_[SEP]

Aligning Expenses with Revenues

During summer 2018, there were early indications that CSU-Pueblo would not meet its enrollment targets for the current academic year. Ultimately, Fall 2018 enrollment for resident instruction undergraduate students was 3,291.3 FTE, which was 130.9 FTE lower (3.8%) than anticipated when the budget was established in May. In anticipation of the decline, a group of campus stakeholders convened in June to identify options to balance the E & G budget. As a result of these efforts, recommendations were made to adjust the budget by

approximately \$1.5 million. Of this amount, \$1.0 million were expenditure reductions: \$350k associated with using grant funds to offset faculty salaries; \$337k associated with reducing the COLA from 3% to 2%; \$240k in administrative reductions; and \$65k in financial aid.

Additionally, two sources of revenue were identified that were not part of the original budget: \$250k of funds from the Extended Studies cash fund; and \$250k in funds appropriated pursuant to S.B. 18-252.

Because of these efforts, CSU-Pueblo has a balanced budget. The revised budget for FY 2018-19, assumes a fall to spring “melt” rate of 6.5%. If the “melt” rate for Spring 2019 is higher, additional budget modifications may be necessary. Additionally, CSU-Pueblo has an unrestricted E & G fund balance of approximately \$1.6 million. The President’s Budget Advisory Committee (P-BAC) will continue to meet throughout the year. This committee will provide advice and recommendations for balancing the upcoming year (FY 2019-20) and the current year.

Steps are also being taken to address financial challenges in the Athletics Department. The Athletics Department currently has a deficit of approximately \$1.0 million. We are in the process of identifying unrestricted funds in the CSU-Pueblo Foundation that could substantially mitigate this negative balance. Additionally, the Athletics Department has a structural operating deficit of approximately \$300k per year. The Vice President for Finance and Administration and the Athletic Director recently developed a plan to increase the operating revenue by approximately \$650k per year over the next four years. These funds will come from a slight increase E & G support, increased mandatory student fee revenue, increases in fundraising, and increases in parking revenue for football games.

Aligning Our Work

Each member of the University Leadership Team (n=32) has developed a set of actions that map to the eight short-term performance goals below that will allow us to launch the Fall 2019 semester by meeting enrollment and retention goals as well as maintaining a balanced budget.

1. Enroll 6% or 45 more new freshmen for a total of 736 (Fall 2018 = 691) by September 1, 2019.
2. Enroll 20% or 60 more transfer students for a total of 360 (Fall 2018 = 300) by September 1, 2019.
3. Enroll 15% or 15 more students at CSU-Pueblo in Colorado Springs location for a total of 117 (Fall 2018 = 102) by January 5, 2020.
4. Enroll 50 more students in on-line programming for a total of 150 (Fall 2018 = 100) by January 5, 2020.
5. Implement a plan to align student enrollment to number of faculty that will allow us to increase student to faculty ratio from 14:1 to 17:1 by July 1, 2019.
6. Increase number of students enrolling in 2019 Summer School from 1000 to 1020 (7000 to 7140 in student credit hours), which should yield net revenue of \$606,900 (\$85.00 per credit net revenue not including overhead) by September 1, 2019.
7. Reduce low enrolling, offered undergraduate 100 and 200-level courses (<15 students) and 300 and 400-level courses (<10 students) from 288 to 188 by September 1, 2019.
8. Reduce low enrolling, offered graduate-level courses (<10 students) from 41 to 21 by September 1, 2019.

Developing People

We continue to develop our people and organizational culture through a number of professional development opportunities. Our immediate goal is to develop bench strength allowing our front-line leaders to be more effective at managing the day-to-day operations.

- Almost 50% (n=253) of our full-time employees (n=515) have completed a temperament-based program in understanding team dynamics.
- All Cabinet members have complete leadership training including a 360* evaluation where supervisor,

direct reports, peer, and self assessments were facilitated along with individual coaching sessions. All Cabinet members had the option of participating in the Gallup Strengths Finder.

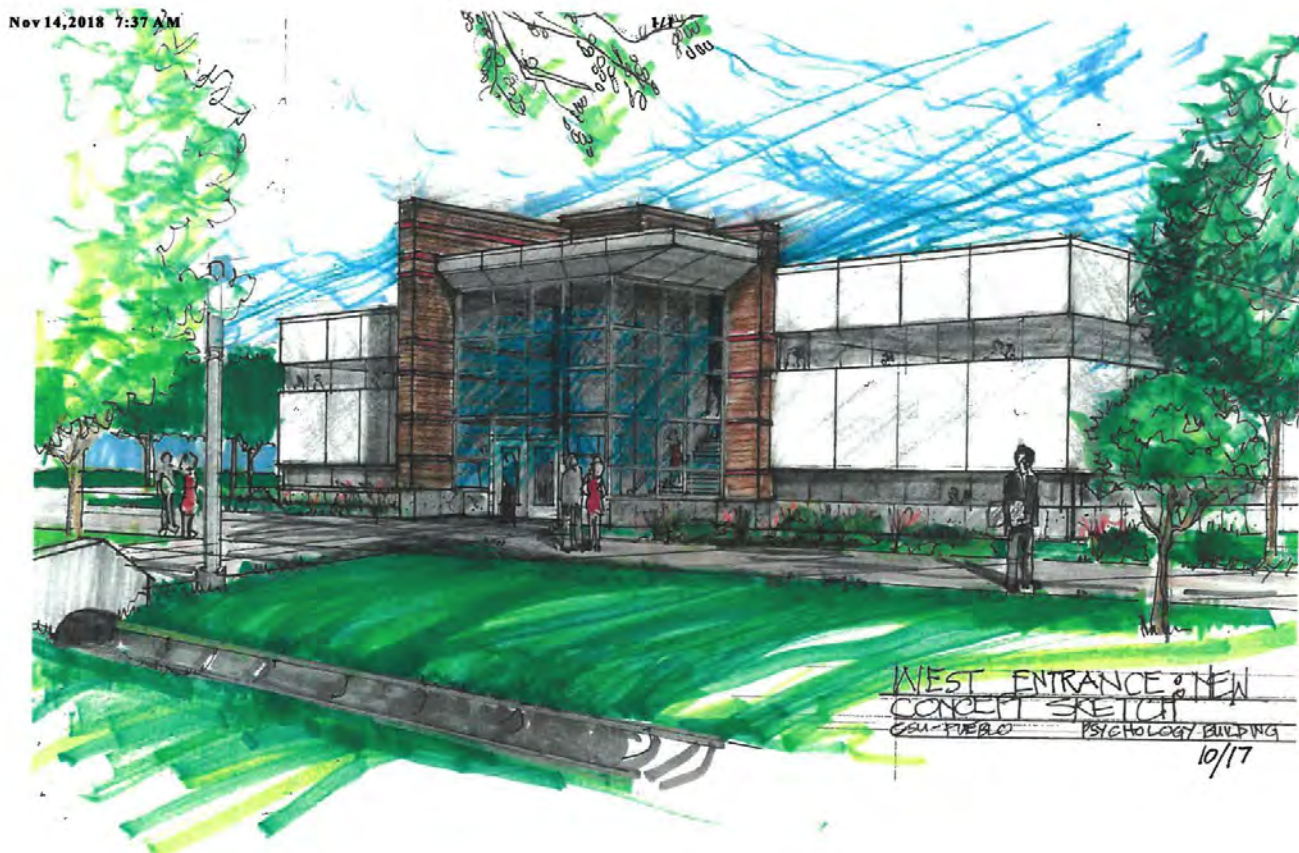
- Supervisor training is scheduled for early Spring 2019 and will impact 75 employees including all department chairs, supervisors of 5+ employees, and unit directors.
- Coaching for Commitment is scheduled in May 2019 and will impact 32 employees, all of whom are on the University Leadership Team.

Impacting Society and Engaging Place

We are currently developing a plan to renovate the Psychology Building with \$16.8 million provided to the University by the State of Colorado as well as a new academic vision for the renovated facility that maps to the university's vision and mission and meets the needs of the region.

Renovation

We are in the process of developing an RFP for an architect and developer who will manage the renovation of this project. Construction will begin in Summer of 2019 with completion scheduled for Fall 2021.



Center for Integrated Human Health Science and Humanities

The renovated facility will house an expanded School of Nursing, which will include a new division of Health Sciences as well as the University's health clinic and counseling center. The proposed name of the renovated building will be the Center for Integrated Human Health and Humanities.

Doctor of Nursing Practice

The Center for Integrated Human Health and Humanities will be home to the University's first doctoral program in Nursing Practice (DNP). In response to the nation's attempts to reform the health care system, the American Association of the Colleges of Nursing (AACN, 2004), along with seven nurse practitioner organizations, endorsed transitioning the current master's degree to the Doctor of Nursing Practice (DNP). Nurse Practitioners and other master's in nursing DNP degree graduates can provide direct patient care with advanced knowledge and experience to work in healthcare administrative, teaching, and healthcare policy leadership roles to improve patient outcomes in population-based patient care models. It is considered a terminal degree in nursing practice where students enrolling in the program will come in as baccalaureate prepared registered nurses and graduate with the skills to enhance excellence through evidence-based practice methodology, system leadership, health policy, and interdisciplinary collaboration.

CSU-Pueblo nursing faculty began developing a Doctor of Nursing Practice (DNP) degree for nurse practitioners when a state senate bill was signed in 2012 allowing CSU-Pueblo to offer doctoral degrees. The DNP program went through a variety of approvals by internal and external entities, including most recently, the Higher Learning Commission (HLC), which is the official accrediting body for CSU-Pueblo. Students will earn their doctorate degree in three and one-half years. The DNP will develop and/or validate expertise in one of four areas of specialties; Adult/Gerontology Acute Care, Adult/Gerontology Acute Care & Family and Psychiatric-Mental Health advanced nursing practice for the nurse practitioner and a population focus for those with a master's as a Nurse Educator.

The curriculum is designed to incorporate innovative, inter-professional, and focuses on evidence-based health care in rural settings. The program maximizes the use of hybrid delivery methods for enhanced learning and increased course accessibility. A Doctor of Nursing Practice will provide additional community health support to the more than five decades of service to health care in the region that CSU-Pueblo nursing graduates have provided.

After receiving the Higher Learning Commission DNP degree approval on October 26, 2018, the nursing program began transitioning eight of our currently enrolled students into the DNP program; two masters prepared nursing practitioners who anticipate graduation in May 2020 with the remaining six bachelor's degree prepared nurses with an anticipated graduation in May 2022. A marketing plan is under development to recruit both masters in nursing students (5 semesters) and bachelors prepared nurses (11 semesters) seeking to obtain their clinical doctorate degree and nurse practitioner to start during the Fall 2019 semester. Applications will be due April 1, 2019.

COLORADO STATE UNIVERSITY-PUEBLO

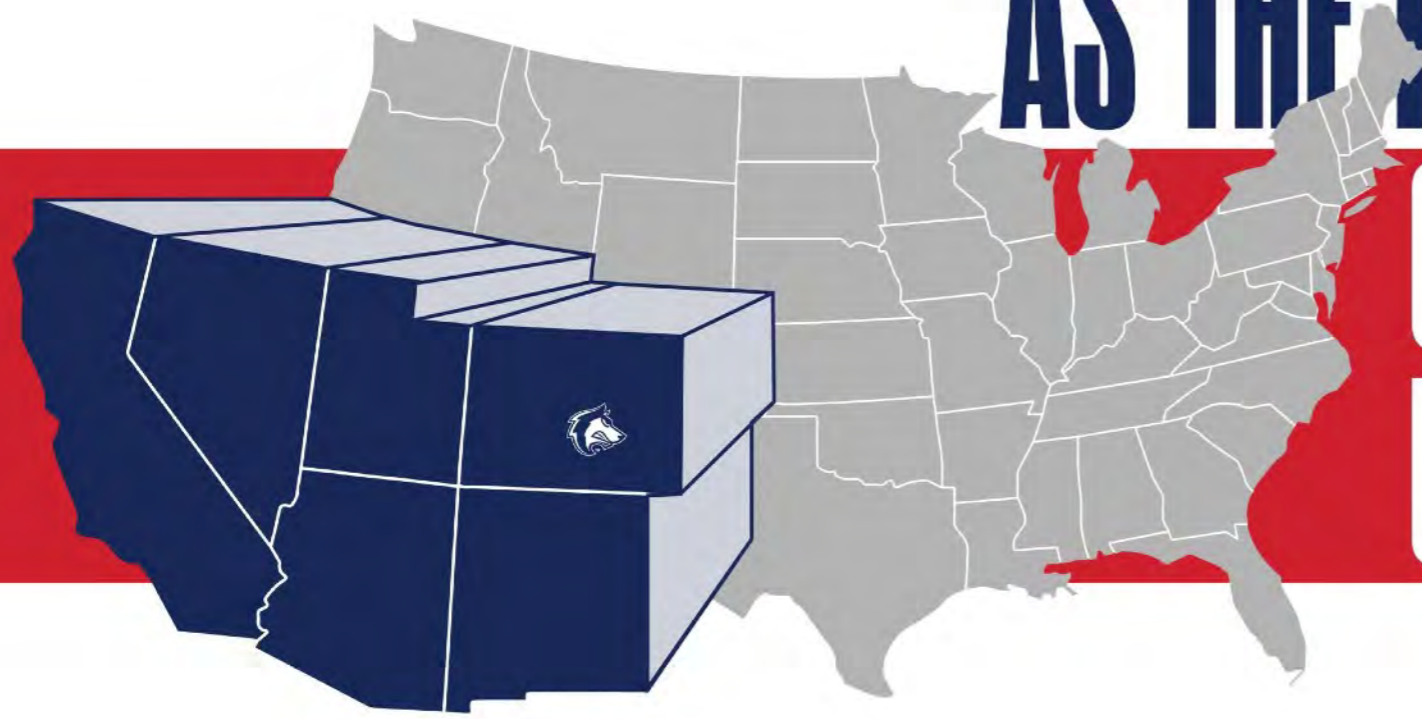


WORKS



#VISION
2020

VISION TO ESTABLISH COLORADO STATE UNIVERSITY-PUEBLO AS THE PEOPLE'S UNIVERSITY



OF THE SOUTHWEST UNITED STATES BY 2028



WORK IS OUR HERITAGE

AND OUR FUTURE.

COLORADO STATE UNIVERSITY - PUEBLO
PRESENTATION TO THE BOARD OF GOVERNORS



Go get it at
CSUPUEBLO.EDU

COLORADO'S

CHALLENGE:

Colorado has the second largest **degree attainment gap** in the country—that is, the gap between the educational attainment of white students and the attainment of the next largest ethnic group, which in Colorado is Hispanic/Latino.

CREDENTIAL ATTAINMENT RATES¹⁶

AMONG COLORADO ADULTS
AGES 25-64 • BY POPULATION GROUP

53% WHITE

18% HISPANIC

32% BLACK

53% ASIAN

28% NATIVE AMERICAN





COLORADO'S
OPPORTUNITY

The biggest growth in the next decade will be among first-generation, low-income, and Hispanic students—all groups who tend to have lower test scores and are unable or unwilling to travel far distances for college.





Public comprehensives are the colleges we should be looking to as models as we think about how to give more students *pathways to upward mobility.*

Raj Chetty

**SENIOR FELLOW AT THE STANFORD INSTITUTE
FOR ECONOMIC POLICY RESEARCH**





SUSTAINABILITY PLAN



IMPACT



**STRATEGIC
INITIATIVES**



THE BIG IDEA



CSU-PUEBLO

WORKS.

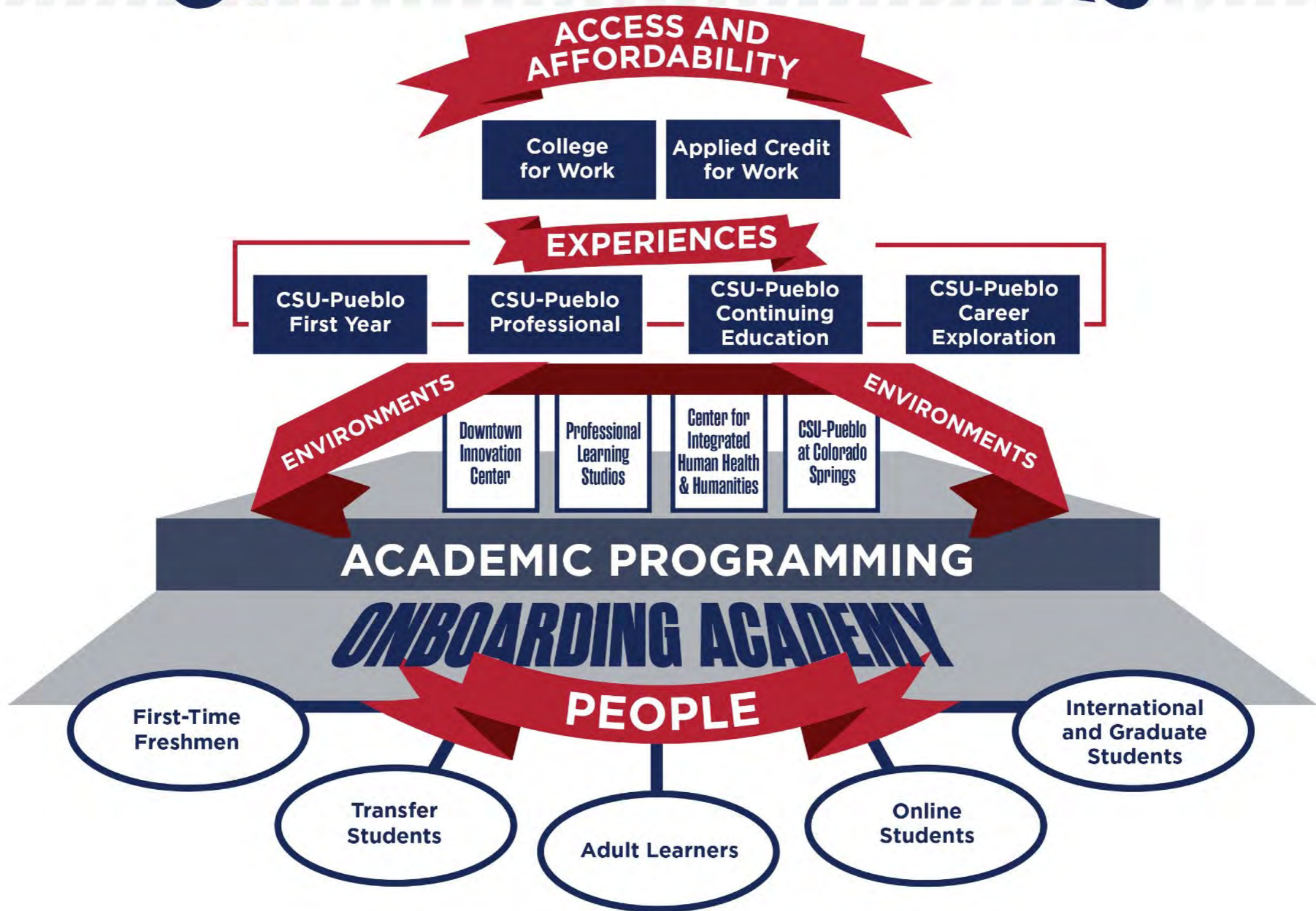


CSU-PUEBLO WORKS.

CSU-Pueblo Works is designed to prepare modern students to navigate life and work in a rapidly changing world. CSU-Pueblo Works develops students who are resilient problem-solvers, agile citizens, and contributing members of their families, communities, and world. CSU-Pueblo Works will equip students with meaningful experiences that allow them to seamlessly transition from university to professional life.



CSU-PUEBLO WORKS



PRIMARY DRIVERS



**ACCESS &
AFFORDABILITY**



EXPERIENCES



ENVIRONMENTS



PEOPLE

INTENTIONS

INVESTMENTS

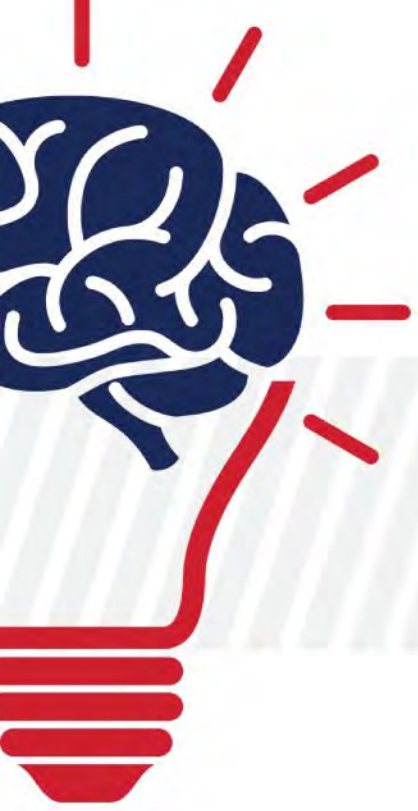




DRIVER

ACCESS & AFFORDABILITY





DRIVER

ACCESS & AFFORDABILITY



INITIATIVES

- **REDUCED TUITION FOR WORK**
- **COLLEGE CREDIT FOR WORK**
- **ONBOARDING EXPERIENCES**

INVESTMENTS

- **ONBOARDING ACADEMY**





DRIVER

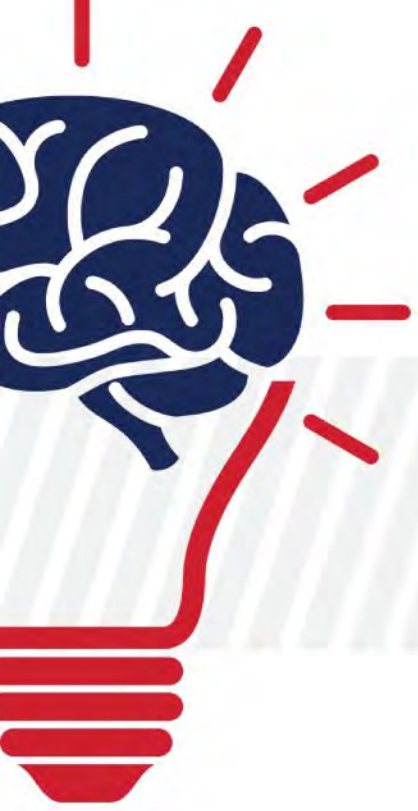
EXPERIENCES



COLORADO STATE UNIVERSITY - PUEBLO
 PRESENTATION TO THE BOARD OF GOVERNORS



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DRIVER EXPERIENCES



INITIATIVES

- FIRST YEAR & BRIDGE EXPERIENCES
- INDIVIDUALIZED PATHWAYS
- CONTINUING EDUCATION
- CAREER EXPLORATION

INVESTMENTS

- ACADEMIC COACHES
- OCCUPATIONAL PROGRAMMING
- CAREER COORDINATORS





DRIVER



ENVIRONMENTS





DRIVER ENVIRONMENTS



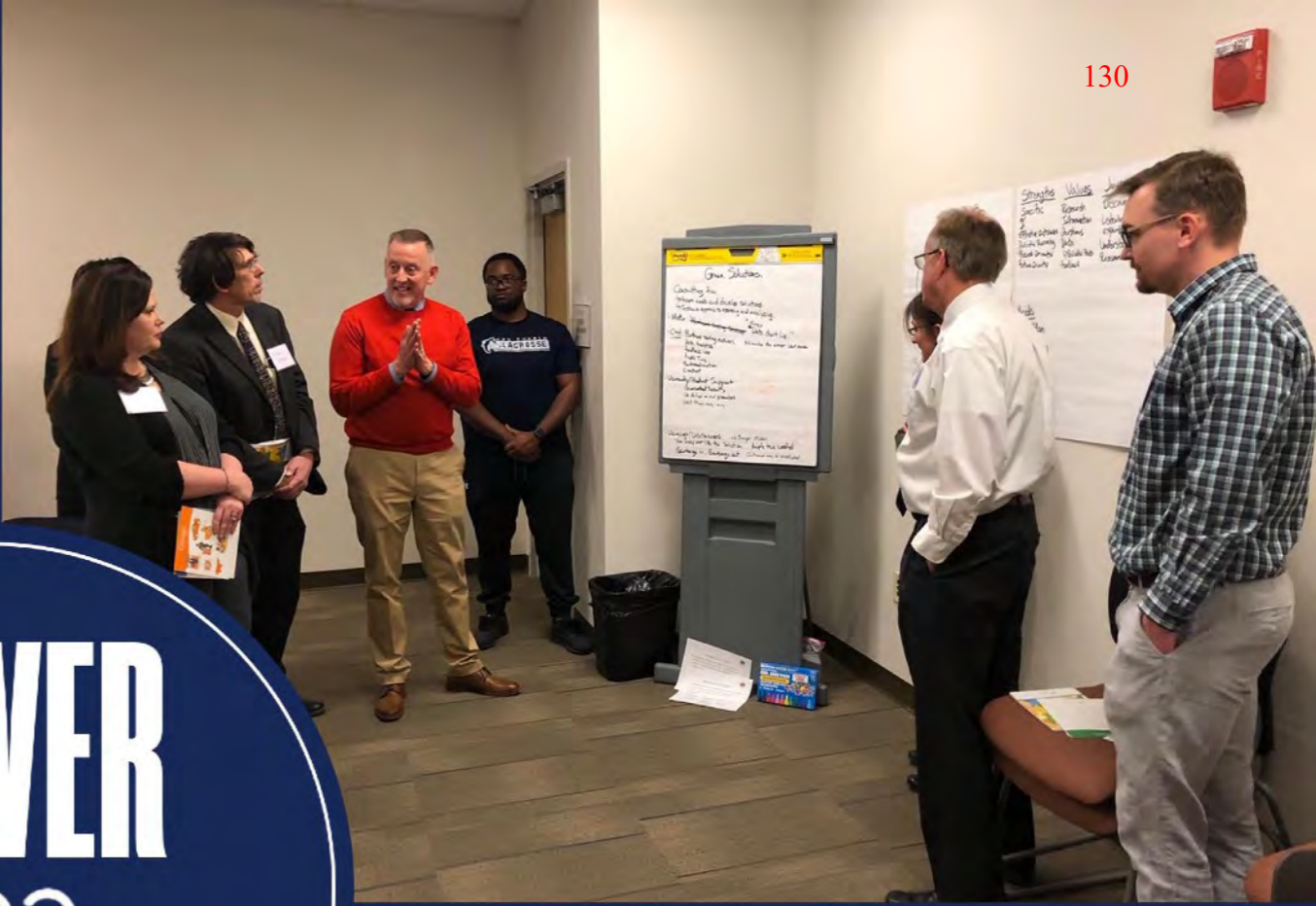
INITIATIVES

- DOWNTOWN INNOVATION CENTER
- PROFESSIONAL LEARNING STUDIOS
- CENTER FOR INTEGRATED HUMAN HEALTH & HUMANITIES
- CSU-PUEBLO AT COLORADO SPRINGS

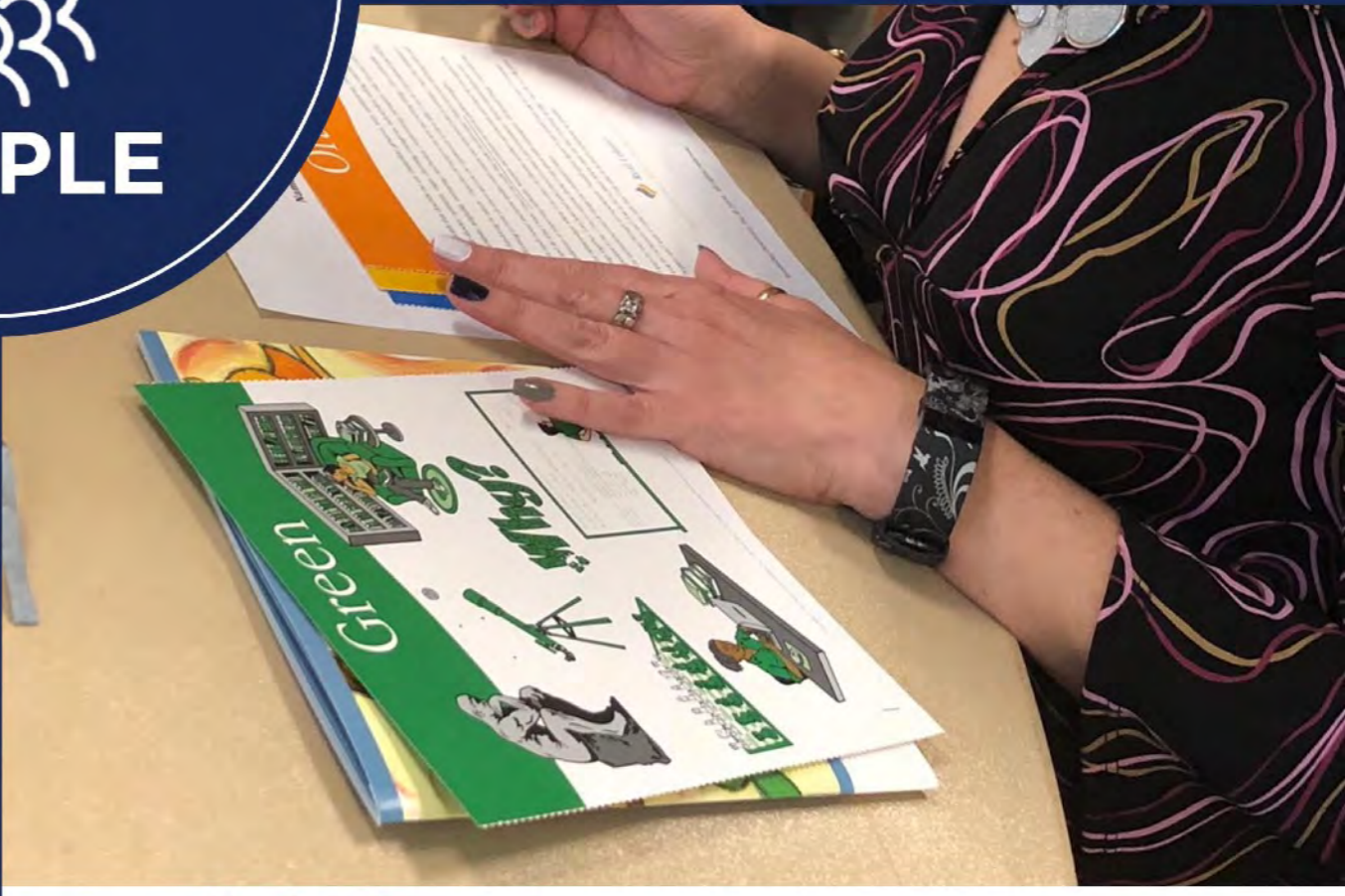
INVESTMENTS

- PARTNER AND DEVELOP DOWNTOWN PRESENCE
- REPURPOSE EXISTING SPACE
- EXPAND CAPACITY OF CSU-PUEBLO AT COLORADO SPRINGS





DRIVER PEOPLE





DRIVER PEOPLE



INITIATIVES

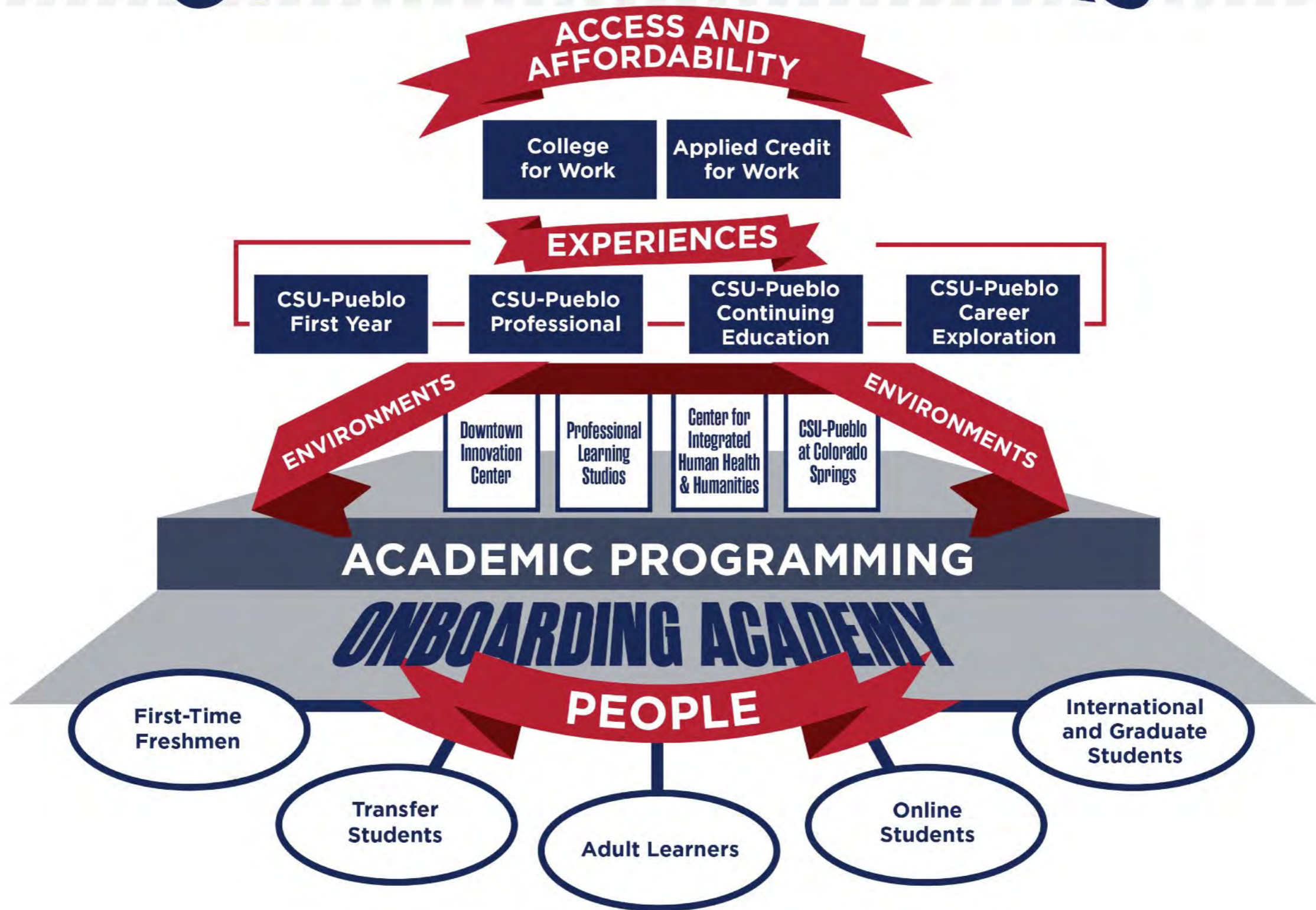
- CULTURAL COMPETENCY TRAINING
- ENHANCED EMPLOYEE PERFORMANCE MANAGEMENT

INVESTMENTS

- CENTER FOR PROFESSIONAL DEVELOPMENT
- EDUCATOR DEVELOPMENT



CSU-PUEBLO WORKS



THANK YOU



Student-Athlete Grade Point Averages by Term and Annually

Sport	Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017	Fall 2017	Spring 2018	2017-2018
AT	N/A	N/A	N/A	3.394	3.507	3.435			
C/D	2.572	2.750	2.750	2.480	2.542	2.598			
MBA	3.055	2.870	2.970	3.048	2.764	3.026	2.975	2.665	2.839
MBB	2.694	2.660	2.660	2.875	2.997	2.913	2.667	2.754	2.777
MCC	3.535	3.470	3.490	3.231	3.620	3.464	3.295	3.194	3.295
MFB	2.741	2.850	2.810	2.689	2.680	2.858	2.809	2.883	2.867
MGO	2.669	3.260	3.000	2.843	2.806	2.904	2.878	3.269	3.142
MLA	2.624	2.400	2.550	3.017	2.687	2.866	2.600	2.710	2.654
MSO	2.999	3.100	3.100	2.884	3.001	3.016	3.005	3.014	3.035
MTE	3.058	3.160	3.210	3.310	3.407	3.357	3.315	3.318	3.473
MTK	3.138	3.200	3.190	3.068	3.400	3.265	3.216	3.277	3.221
MWR	2.941	2.820	2.910	2.919	2.804	2.790	2.644	2.652	2.627
WBB	3.251	3.340	3.320	3.223	3.207	3.231	3.384	3.035	3.195
WCC	3.742	3.630	3.690	3.471	3.779	3.619	3.679	3.696	3.687
WGO	3.203	3.310	3.260	3.469	3.339	3.402	3.393	3.511	3.447
WLA	3.213	3.010	3.130	3.243	3.126	3.541	3.281	3.096	3.203
WSB	3.364	3.360	3.370	3.304	3.302	3.335	3.272	3.291	3.282
WSO	3.277	3.400	3.340	3.388	3.392	3.408	3.406	3.478	3.451
WSW	2.853	2.900	2.890	2.969	2.550	2.792	3.082	3.141	3.114
WTE	3.538	3.580	3.560	3.598	3.269	3.433	3.381	3.603	3.548
WTK	3.331	3.180	3.270	3.467	3.579	3.514	3.495	3.612	3.537
WVB	3.237	3.410	3.320	3.346	3.379	3.373	3.399	3.307	3.378
Overall*		2.996	3.010	3.014	2.991	3.059	3.013	3.013	3.031

Top 5

Bottom 5

*Overall GPA does not include cheer, dance, or athletic training.

Additional Notes: annual GPA accounts for repeated courses, Fall GPAs are not updated to reflect courses that were replaced by repeated course in the following term. Incomplete grades exist at the time of calculation.

Section 6

CSU-Global 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
December 5&6, 2018
Student's Report

CSU-Global expands customized learning options to improve student success and satisfaction.

Rising college costs and a perception of stagnant or declining financial benefits have led potential students to ask, “is college worth it?” Getting a return on the cost of higher education is what every student considers before enrolling in a college degree program. There are many studies such as the one from Douglas Webber that have concluded attending college as a good proposition (Webber, 2016), however, with the current strong economic environment, shifts are occurring on how students and employers evaluate college and career preparation (Belkin, 2018).

The goal of job advancement is the reason most non-traditional students pursue an undergraduate or graduate degree. Online college programs continue to provide non-traditional students a way to pursue their goals and keep their costs low. CSU-Global is focused on continually reinventing the online college education model and offers students the ability to customize their degree plans, creating a mix of certificates, specializations, and degrees to support their educational needs and career advancements. My current learning journey is in the direction of a M.S. in Organizational Leadership with a specialization in Strategic Innovation and Change Management at CSU-Global. This will provide me with the knowledge and skills needed to support my organization's strategic plan and open up new job opportunities.

CSU-Global continues to explore and implement options for their students to help reduce costs. In addition to the university's lock in tuition rates after enrollment, digital textbook options are available, credit for professional education, and accelerated learning experiences all reduce the time and costs associated with the student's total investment.

Digital textbook options in most of CSU-Global courses reduces the costs of books for students. My experience with digital textbooks has been very positive, the ability to have access to the book immediately saves time by eliminating the search and ordering process of a book prior to class starting. The features of digital textbooks also enhance the learning experience, the ability to highlight and add notes along with a search function helps students gather key learning elements to use in critical thinking assignments and to practice in their job environment.

CSU-Global offers students alternative credit, where students can earn credits towards their degree based on their previous professional knowledge. Students have the option to apply for this credit or register for classes to further enhance their knowledge. For me, I elected to still register for classes. I have over twenty-five years of project management experience, but still took the project management course offered at CSU-Global to refresh and enhance my skills. Others might choose differently, but having this option allows for a more flexibility for each individual student in what is most beneficial for them.

CSU-Global continues to the think outside of the box to meet the needs of their students. As part of the research for this report, I learned about the new Executive Express Path for the M.S. in Organizational Leadership. This innovative approach for proven leaders pursuing a graduate degree, will accelerate the learning experience, structured to be completed in just over a year, and will give the student access to high-profile industry experts through their learning journey. I look forward to sharing this new option with co-workers who are looking for these types of accelerated learning!

Dorothy Axelson

Student Representative

Colorado State University – Global Campus

References

- Belkin, D. (2018). U.S. News: Trade School Wins Fans Among Teens --- Rising cost of college and strong job market alter decision-making on educational choices. *Wall Street Journal*, p. A.3.
- Webber, D. (2016). Are college costs worth it? How ability, major, and debt affect the returns to schooling. *Economics of Education Review*, 53, 296-310.

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 decision making process.

CSU-Global Faculty Selection Process – Three Phases

CSU-Global is committed to hiring highly credentialed faculty able to meet the needs of modern learners in an online environment. Consistent with HLC guidelines and University policy, CSU-Global has a three-phase selection process and a yearly re-assessment of faculty credentials.

Phase One: Application, Interviewing, Credentialing

- Interested parties submit applications for open positions
- Applications are reviewed by Program Chair
 - Determine if the candidate meets the educational and professional requirements.
 - If meets requirements, sent on to the Faculty Recruiting and Development Coordinator (FRDC).
- Applicants undergo an initial assessment.
 - Submit a writing sample.
 - Short interview with FRDC.
 - Those who pass forwarded back to PC.
- Interview by PC and credentialing.
 - Forwarded to FRDC who forwards to Program Manager.
 - Program Manager approves candidates and submits to Provost for final review.
- If approves, candidate receives letter to begin FCC100, CSU-Global training.

Phase Two: FCC100: Faculty Certification Course

- Candidates
 - Learn about CSU-Global University and policies.
 - Introduced to and practice in our LMS.
 - Review our faculty teaching and engagement expectations.
 - Complete a self-assessment.
- Facilitators
 - Required to make weekly notes regarding candidates in the FCC Master.
 - Candidates with deficiencies/performance issues are notified by email.
 - Review candidates at the end of FCC100 using a document that mirrors the faculty expectations.

- Recommend/do not recommend candidates to move forward to Phase 3: First mentored course.

Phase Three: First Mentored Course

- Candidate
 - Enrolled as an instructor in a mentored first course – Probationary.
 - Evaluated throughout the eight-week term based on faculty expectations.
- First course mentor
 - Provide weekly support and guidance.
 - Available to answer questions, provide explanations, and support new instructors in meeting expectations.
 - Send weekly emails, and additional emails as needed to the candidate noting areas of strength and areas for improvement.
 - Submit a final course check using the Faculty Performance and Engagement Mentor Review at the end of the eight weeks with their recommendation to move forward.
- ✓ Please note that it is possible for candidate faculty to meet the weekly expectations and still not move forward for reasons such as background checks, missing paperwork, or any other reason as determined by CSU-Global. Continued employment beyond this class is not guaranteed nor implied.

CSU-Global Faculty

- Once hired as part-time faculty for CSU-Global.
 - Teach our courses.
 - Involved in Global 2.0 initiatives
 - Personalized learning format
 - OER implementation
 - Soft Skills mapped

Board of Governors of the
Colorado State University System
December 5-6, 2018
President's Report Item



CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- On October 22nd, CSU-Global hosted the Colorado Commission on Higher Education (CCHE) for its monthly board meeting. The agenda included the opportunity to share the university's approach to meeting the needs of Colorado higher education through its service toward the CCHE's Colorado Rises Master Plan. [Click here](#) for a copy of the presentation.



- CSU-Global will be hosting its first ever fully virtual Commencement Ceremony on December 8th. This ceremony will provide an interactive experience for fall graduates to celebrate their accomplishments with family and friends without having to travel or wait until our in-person ceremony held in June every year.



- The CSU-Global Library and Disability Services partnered to launch a new [Assistive Tools & Resources page](#). This page details an extensive variety of resources available for students to access information about free screen readers and text-to-speech

generators; graphic organizers and online proofreaders; Colorado community resources; and online resources which focus on equity and accessibility in areas like employment, post-secondary education, recreation and assistive technology.

- In CSU-Global’s continued work toward advancing experiential workplace learning, its Career Navigation Services department has created a guidebook to assist employers in developing internship programs at their organization. The guidebook will help students establish credit-bearing opportunities in their current workplace if possible as well as allow the university to work with its affiliate partners to help students gain workplace experience elsewhere when not currently working within their degree field.

CSU System Strategic Goals: Student Success and Satisfaction

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

- As part of an effort to reduce the cost of course materials CSU-Global is employing two textbook affordability and accessibility initiatives. As of the November (Winter A) term, the university integrated Reshelf, an inclusive access digital textbook option in more than half its course offerings. Redshelf is anticipated to reduce the average cost per book for students who select this option by more than 66 percent. The university also became a member of the Open Textbook Network. This membership will assist and reinforce an institutional culture where the use of free, high-quality educational resources is encouraged whenever possible.
- CSU-Global has made a number of improvements with regards to its continual mission to provide students with personalized and customizable pathways to long-term career success:
 - The university has embedded SuccessReady® Career Skills into all of its General Education courses in order to help students better communicate what soft skills they are learning in these foundational degree requirements. By identifying these skills —including critical thinking, problem-solving, communication, and global awareness, among others — directly in the learning modules students are able to demonstrate proficiency and gain immediate workplace benefits in areas employers seek the most when hiring. Learn more [here](#).
 - The university has redeveloped its alternative credit options to provide course options that reduce costs and time to completion. Credit by Exam options will now be called Self Study Assessments to focus on an independent learning approach while Prior Learning Assessments will now provide opportunities for students to demonstrate their previous professional knowledge through a collection of artifacts for learning outcome achievement compared to writing a portfolio paper detailing their prior knowledge and experience. Follow these links for more about [Self-Study Assessments](#) and [Prior Learning Assessments](#).

- The university has launched new tools for current and prospective students as well as enrollment and advising staff to help students understand the value of stackable credentials. The focus on utilizing certificates, specializations, and degrees as building blocks for immediate educational needs as well as long-term career advancements will allow students to build custom degree plans and maximize their credits toward their individual career goals. Learn more [here](#).
- CSU-Global has announced the launch of a new Executive Express Path for its Master of Science in Organizational Leadership program. This accelerated learning experience is exclusively designed for proven leaders in their field and will allow them to study from high-profile industry experts and with like-minded peers. The program features specialized registration and support and is offered in consecutive 6-weeks so students complete their degree in just over a year. Program description and more information available [here](#).

CSU System Goals: Transform Colorado’s Future

CSU-Global Transformation Plan Goal: Sharing for Global Good

- CSU-Global hosted an event for business and technology leaders at the History Colorado Center on Tuesday, Oct 30, 2018 entitled “Cybersecurity in the future: what every organizational leader needs to know.” This 2-hour event was in partnership with the Colorado Business Roundtable (COBRT), the Colorado Technology Association (CTA), and the Denver Business Journal and featured in-depth discussions with speakers from Deloitte, Microsoft, IBM, and AT&T. Topics included current and future cyber landscape, how organizations can prepare their workforces to effectively address cyber challenges, and more. A recording of the event can be found [here](#).



- CSU-Global sponsored the Colorado leg of the Old Glory Relay, a running and biking relay that carried the American Flag from Boston to San Diego to honor and connect veterans. The university matched donations from participants to support the non-profit Team Red, White & Blue in support of their goal of helping America's veterans find lasting fulfillment and success.



- CSU-Global has been speaking at a number of events geared toward higher education advancement and collaboration:
 - CSU-Global in partnership with Beyond Campus Innovations, Inc. presented at the Western Interstate Commission for Higher Education's Cooperative for Educational Technologies (WCET) annual meeting in Portland on October 24, 2018. The panel presentation on *Win-Win Partnerships for Institutional Success* was moderated by CSU-Global President Dr. Becky Takeda-Tinker and featured CSU-Global Provost Dr. Karen Ferguson, CSU-Global Senior Director of Engagement Travis Coufal, and BCI President Dr. Jon Bellum
 - Director of Marketing and Communications, Andy Dixon, presented at the Strategic Social Media Summit in New York City on October 11, 2018 with panelists from Harvard, Yale Medicine, and Northwestern universities. Topic was on *Setting KPIs and Measuring the Performance of Your Social Media Programs*
 - Dr. Becky Takeda-Tinker participated at the Ruffalo Noel Levitz Higher Education Executive Roundtable in Washington D.C. in October with other university leaders.
 - On Nov 1, 2018, Dr. Karen Ferguson was a panelist at the American Council on Education's (ACE) Executive Forum for Leading Internationalization.

Section 7

Executive Session

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Section 8

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
December 5-6, 2018 – Denver**

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

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

EXECUTIVE SESSION

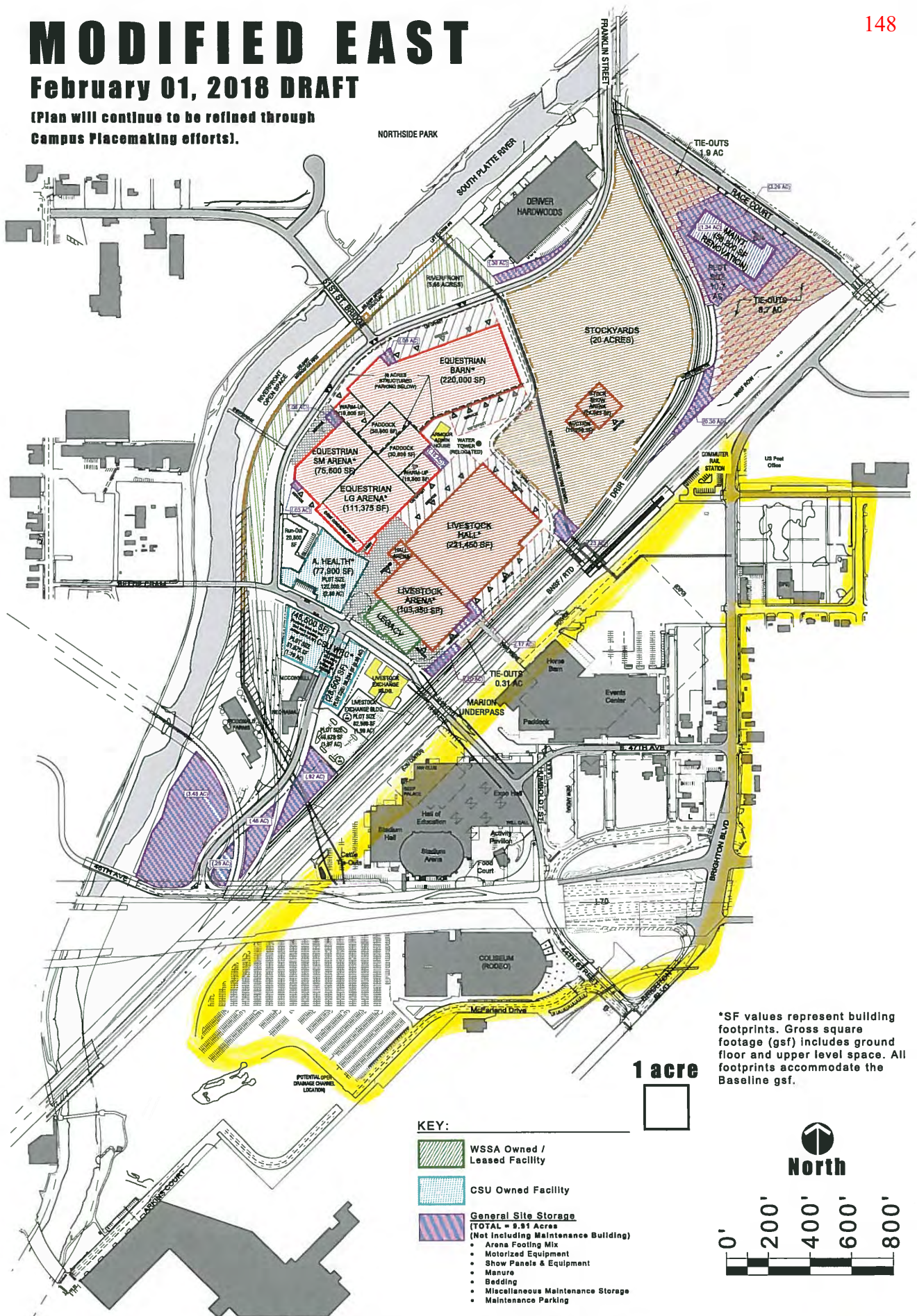
OPEN SESSION

- | | | |
|--|--------------|----------------------|
| 1. Program Plan – CSU Center
At National Western Center | (Amy Parson) | Action Item (10 min) |
|--|--------------|----------------------|

MODIFIED EAST

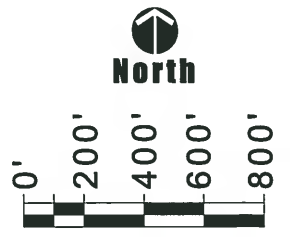
February 01, 2018 DRAFT

(Plan will continue to be refined through Campus Placemaking efforts).



*SF values represent building footprints. Gross square footage (gsf) includes ground floor and upper level space. All footprints accommodate the Baseline gsf.

- KEY:**
- WSSA Owned / Leased Facility
 - CSU Owned Facility
 - General Site Storage**
(TOTAL = 9.91 Acres)
(Not including Maintenance Building)
 - Arena Footing Mix
 - Motorized Equipment
 - Show Panels & Equipment
 - Manure
 - Bedding
 - Miscellaneous Maintenance Storage
 - Maintenance Parking



SITE PLAN ALTERNATIVE NATIONAL WESTERN CENTER

**Board of Governors of the
Colorado State University System
Meeting Date: Dec 5-6, 2018
Action Item**

MATTER FOR ACTION:

Approval of the updated Colorado State University Program Plan for the CSU Center at the National Western Center for \$48.5M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the CSU Center at the National Western Center.

EXPLANATION:

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

Colorado State University is requesting approval of the program plan for the CSU Center at the National Western Center (NWC). The CSU Center will further the mission of global impact at the National Western Center by providing K-12 education, interactive learning opportunities for families, and flexible conference and exhibit space. The facility will tie together research, outreach, and education in an inspiring location, anchoring CSU in the heart of the National Western Center. The CSU Center will not only provide opportunities for families, visitors, and tourists to engage with topics of global importance, but also be a driver of economic development via research, innovation, and collaboration with industries and institutions.

The project is envisioned as an approximately 64,000 gsf building adjacent to other CSU projects in the heart of the redeveloped National Western Center. The estimated cost is \$48,500,000, funded from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

A more detailed project description can be found in the attached Summary of the Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

**Board of Governors of the
Colorado State University System
Meeting Date: Dec 5-6, 2018
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE CSU CENTER AT THE NATIONAL
WESTERN CENTER**

With Colorado State University's overall focus at the National Western Center on food systems, water, energy, the environment, and health, the CSU Center will provide the facilities needed to provide experiential learning opportunities and impactful research within these areas of emphasis, rooted in the rich history and culture of the National Western Center.

The CSU Center will further the mission of global impact at the National Western Center by providing K-12 education, interactive learning opportunities for families, research facilities, service laboratories, and flexible conference and exhibit space. The facility will tie together research, outreach, and education in an inspiring location, anchoring CSU in the heart of the National Western Center. The CSU Center will not only provide opportunities for families, visitors, and tourists to engage with topics of global importance, but also be a driver of economic development via research, innovation, and collaboration with industries and institutions.

As part of its land-grant mission of outreach, education, and service, CSU has an Extension office serving every county in Colorado. The CSU Center will house the Metropolitan Extension Center, which will respond to community educational needs and offer a variety of resources. The CSU Center will also house components of the Metropolitan Agricultural Experiment Station, which is part of the state-wide Agricultural Experiment Station network. Each of these Stations, including the new Metro location, provides research services tailored to local needs. Labs that offer soil, water, and plant testing to the public and industry will also be part of the CSU Center, providing access to CSU's expertise in these areas.

In addition, the CSU Center will provide space for a variety of activities including events, conferences, performances, business acceleration, and laboratory research, all seeking to drive advancements in the fields of food systems and related disciplines, enhancing the NWC's role in economic development.

Themes

The proposed space will focus on themes that could include:

- K-12 education focused on food systems and interdisciplinary programs
- Research and lab services related to food, urban ag, water, and more
- Unique training and services to promote regional business development and innovation
- Community engagement and classes/certifications
- Events, performances, and lectures
- Higher education, certification, distance learning
- Providing resources and spaces to enhance the local food system

**Board of Governors of the
Colorado State University System
Meeting Date: Dec 5-6, 2018
Action Item**

Overview of Facilities and Programs

- K-12 Agricultural Discovery Center
- Classrooms
- Shared Exhibit Space
- Event Space for Performances, Lectures, etc.
- Metropolitan Extension Center and Community Spaces
- Metropolitan Agricultural Experiment Station
- Service Laboratories
- Multi-purpose Kitchen Space and Sensory Testing space
- Outdoor Spaces that support the above

The estimated cost is \$48,500,000, funded from state-issued certificates of participation (COPs) for the National Western Center redevelopment, as approved in HB 15-1344.

This project is on the updated 5-year state funding list for approval by the Board of Governors at this meeting. It is identified on the National Western Center Master Plan and is anticipated to be one of the first buildings constructed on the site, beginning in early 2020.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once land acquisition, necessary approvals and financing are in place, the project is estimated to break ground in early 2020 and take 20 months to complete.

Approved

Denied

Board Secretary

Date

Section 9

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

December 5, 2018

CSU-System Wide

- Chancellor Frank, Executive Vice Chancellor Parsons, and CFO Sobanet met with the Education Advisory Board (EAB) in Washington D.C. on November 2, 2018, to explore strategic initiatives from a System perspective.
- Continued efforts toward strategic implementation of an integrated Student Information System (SIS).
- Planning and development of *State*, the new CSU System magazine continues, with the first issue scheduled for release in December 2018. The cover story will highlight the System and CSU Global partnership with the Colorado Ballet.
- Continuing efforts of the System Wide Industry Partnerships Council for strategic value for all system institutions.

Campus Updates

- CSU-Global Campus hosted the October 22, 2018, meeting of the Colorado Commission on Higher Education, and President Takeda-Tinker provided a report to CCHE on the CSU Global Master Plan. Chancellor Frank also attended.
- Chancellor Frank and Vice Chancellor Parsons hosted the SoGES External Advisory Board for the 10-year anniversary of SoGES at the Todos Santos Campus November 5-7, 2018, while also hosting members of the Green and Gold Foundation there.
- The Presidential Search Advisory Committee held its first meeting on November 16, 2018, in Fort Collins, and also conducted nine listening sessions in Fort Collins and Denver.
- Executive Vice Chancellor Parsons addressed the CSU 50-Year Club during CSU's Homecoming activities.

CSU System Government Affairs – Federal

- Chancellor Frank and Executive Vice Chancellor Parsons continue to engage with the Colorado congressional delegation when possible.
- Senator Gardner's office provided vital assistance when a CSU staff member's husband (who was joining her on Semester at Sea) passed away in Rome. We are deeply grateful for their advocacy and support in this matter.

CSU System Government Affairs – State

- Meetings with key members of the Legislature and local delegations continue.
- Congratulatory letters have been sent to the newly elected legislators and other key governmental officials in Colorado's General Assembly.

Statewide Partnerships:

- Chancellor Frank attended the Boettcher Foundation Board Retreat October 17-19, 2018, and the Board's regular Board meeting November 14.
- Executive Vice Chancellor Parsons attended the Boys & Girls Club of Metro Denver Board retreat October 24, 2018.
- Executive Vice Chancellor Parsons represented the CSU System on the Denver Metro Chamber's Leadership Exchange trip September 27-29 in San Diego.
- Chancellor Frank and EVC Parsons attended the National Western Authority Board meeting October 31, 2018 and November 29, 2018.

National Partnerships

- Chancellor Frank took part in a panel discussion hosted by APLU in Washington D.C. that focused on student success initiatives.
- Chancellor Frank attended the board meeting of the NCAA Division I and the Board of Trustees meeting for the University Research Alliance.
- Executive Vice Chancellor Parsons and Executive Associate Dean James Pritchett from the CSU College of Agricultural Sciences continue to engage with *Together We Grow – Advancing American Agriculture* for future partnership opportunities at the National Western Center.
- Chancellor Frank met with leaders of the World Business Council for Sustainable Development November 13, 2018, regarding potential areas of collaboration at the National Western center related to food and water. He also attended the WBCSD Sustainable Agriculture Summit in Denver, where Tom Vilsack was a keynote speaker.

The Board of Governors of the
 Colorado State University System
 Meeting Date: December 5-6, 2018
 Action Item

MATTERS FOR ACTION:

Approval of Colorado State University System Board of Governors Policy 130: Board Training and Best Practices.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the new CSUS Board Training and Best Practices Policy 130.

EXPLANATION: Presented by Jason Johnson, General Counsel.

From time to time and in accordance with best practices, the Board updates or amends its Policy and Procedures Manual. The new Board Training and Best Practices Policy is being adopted in accordance with House Bill 18-1198 and C.R.S. § 24.3.7-102, which requires each statutorily created board or commission in state government to implement written policies and obtain annual training. Policy 130 describes how the Board of Governors meets these statutory requirements.

Upon approval of the aforementioned new 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

COLORADO STATE UNIVERSITY SYSTEM**Policy and Procedures Manual**

SUBJECT: GOVERNANCE

Policy 130: CSUS Board Training and Best Practices Policy

Board Policy

In accordance with House Bill 18-1198 and C.R.S. § 24-3.7-102, each statutorily created Board or Commission in state government must implement written policies and obtain annual training. The Board of Governors satisfies its obligations under House Bill 18-1198 and C.R.S. § 24-3.7-102 through its written bylaws, policies and procedures and through its training sessions.

In addition to setting forth the Board's role and mission, the Board's policies and procedures include guidance on conflicts of interest, as well as compliance with the Colorado Open Records Act and the Colorado Open Meetings Law. The Board's bylaws and policies also ensure the Board meets its fiduciary obligations to the CSUS and its institutions, and properly oversees the institutions' academic and student affairs in accordance with current higher education best practices. In addition, the Board obtains significant financial information from the System institutions at the Board's meetings in order to make fully informed decisions in accordance with its fiduciary responsibilities.

Procedures and Guidelines

In compliance with House Bill 18-1198 and C.R.S. § 24-3.7-102, the Board regularly takes the following actions:

- Board policies and bylaws are annually reviewed and amended, as needed, to ensure conformity with state and federal law.
- The Board discusses its Conflict of Interest policy and those related obligations annually at its May meeting.
- The Board annually engages in an in-depth strategic analysis of the CSUS at its June retreat to ensure compliance with statutory obligations and alignment of goals and strategic directives, and the Board regularly revisits the strategic mission at each business meeting.
- An orientation for Board members is scheduled annually at the June Board retreat and may also be provided at other times during the year for new Board members, as necessary.
- Additional training is provided during the year in specific areas, as needed, and Board members are encouraged to attend outside conferences and workshops to be informed on current best practices and trends.
- The Board, through its Evaluation Committee, annually reviews the management practices and goals of the professional Board staff to ensure compliance with the overall CSUS strategic mission and direction.
- The Board, through its Audit and Finance Committee and its financial policies, exercises proper oversight, investment, and use of System funds.
- The Board and the Chancellor coordinate, as needed, with other Colorado boards and commissions, educational institutions, and state agencies.
- Through the Chancellor's office, the Board regularly receives information on current best practices, pending legislation, and trends that have implications for higher education institutions.

History: Effective December 6, 2018 by Board Resolution

Section 10

Strategic Mapping

Strategic Mapping Update

December 5, 2018



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

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.

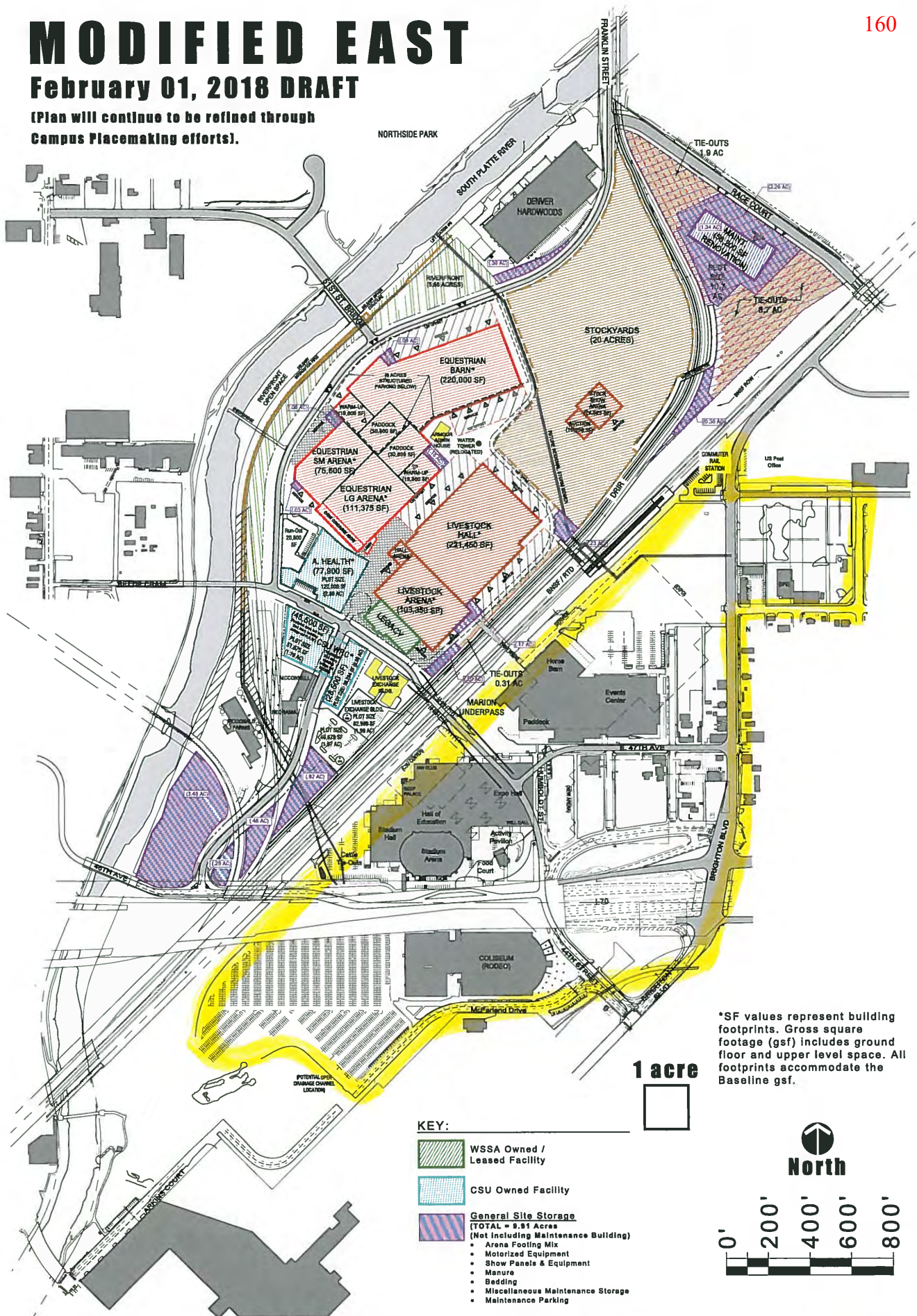
Strategy	<u>Mission Projection</u> Rapidly respond to the market through innovation and research	<u>Mission Delivery</u> Leverage academic and operational expertise across the System to create stronger programs, improve student success and create efficiencies	<u>Mission Alignment</u> Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community
Work Areas	<ul style="list-style-type: none"> Major Projects <ul style="list-style-type: none"> National Western Center Todos Santos Allied Health Professions University Partnerships Workforce 	<ul style="list-style-type: none"> Academic Operational 	<ul style="list-style-type: none"> Government Relations Partnerships/Engagement
Outcomes	Student Success, Fiscal Strength, Community Impact		
System	Institutional Strategic Plans 		



MODIFIED EAST

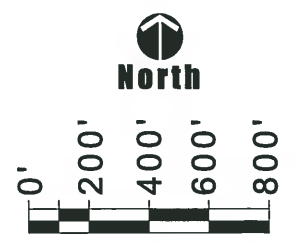
February 01, 2018 DRAFT

(Plan will continue to be refined through Campus Placemaking efforts).



*SF values represent building footprints. Gross square footage (gsf) includes ground floor and upper level space. All footprints accommodate the Baseline gsf.

- KEY:**
- WSSA Owned / Leased Facility
 - CSU Owned Facility
 - General Site Storage
(TOTAL = 9.91 Acres
(Not including Maintenance Building))
 - Arena Footing Mix
 - Motorized Equipment
 - Show Panels & Equipment
 - Manure
 - Bedding
 - Miscellaneous Maintenance Storage
 - Maintenance Parking



SITE PLAN ALTERNATIVE NATIONAL WESTERN CENTER

Water Building

Design Update

Revised Concept Design

deliverable due: December 21. To include CSU Center program.

Construction Update

CM/GC Procurement: 7 Submittals received. Selection anticipated by end of January, 2019.

Funding Update: COP Funds Received.

CSU Center

Design Update

A/E Request for Qualifications

issued. Responses due on December 17. Selection anticipated in February, 2019.

Construction Update

CM/GC procurement: included within Water Building Procurement.

Funding Update

Program Plan to be presented to CSU Board of Governors in December. COP request initiated for funding in 2019.

Animal Health

Design Update

Design Kick-off: December 12.

Construction Update

CM/GC Procurement: Submittals due November 29. Selection anticipated by end of January, 2019.

Funding Update

COP request initiated for funding in 2019.

Multi-Project Procurements

Commissioning: Four firms shortlisted on November 20. Selection to be made by December 21.

Public Art: Procurement documents being developed and selection committee being identified.

2018 CSU Engagement Efforts in GES

- CSU is building partnerships with non-profits, educational institutions, and community members living in the Globeville, Elyria-Swansea (GES) neighborhoods surrounding the location of the future National Western Center as part of the university's **long-term commitment to the area.**
- The University has partnerships with **16 non-profits or schools** in the GES area.
- CSU's goal is to enhance existing events and efforts, and to respond to areas of interest and **needs as identified by the community.**
- CSU attended, provided programming, or support at 33 partner events and hosted nine events in GES during 2018, for a total of **42 events with CSU presence.**



As part of CSU's partnership with Bruce Randolph School, CSU's Little Shop of Physics outreach program shared 100 hands-on experiments with 500 students from Bruce Randolph and feeder schools Garden Place Academy and Swansea Elementary.

Event overview

- Bruce Randolph School juniors (11th grade) learned experiments and then helped their younger peers explore.
- Garden Place 2nd and 4th graders attended.
- Swansea 3rd graders attended.
- Bruce Randolph 6th and 7th graders attended.



Each year since 2013, CSU Fort Collins has partnered with Focus Points Family Resource Center in the GES community to provide an animal health clinic. Bilingual communication is provided.

Event overview

- Partners: Dumb Friends League, Clínica Tepeyac, Focus Points Community Center, Bruce Randolph School, COMAL, Denver Metro CAT
- Offered companion animal vaccinations, spay/neuter appointments
- More than 180 animals vaccinated, 35 spay/neuter surgeries performed, and 100 flu shots and health screenings



CSU staff, alumni, and Construction Management students in CM Cares, a social impact student organization, volunteer each year to assist with Extreme Community Makeover projects in GES, as a way to build community.

Event overview

- CSU volunteers spend the day engaging with community members who need assistance with their homes.
- Projects range from exterior painting and weed removal to deck repairs and safety upgrades.
- Each project lasts one day.
- CSU participates annually; three years running.



Equine-Assisted Activities and Therapies (EAAT) provide health benefits to people of all ages experiencing a variety of physical and emotional conditions.

Effort overview

- The Temple Grandin Equine Center location in Denver is in a temporary space at the National Western Complex.
- Current partnerships include Denver Public Schools, Denver Health, and Laradon School.
- Programming runs 3-5 days each week.



CSU students and high school students from north Denver partnered to work on issues around water. Throughout the summer, students learned about water issues and held an event to engage other students.

5280 Youth Water Fellows overview

- First-generation CSU students focused on water for academic year
- Worked with local high school students over summer
- Hosted 5280 Youth Water Expo outreach event in early-August

The CSU System is regularly adding opportunities to demonstrate the System's long-term commitment to the Globeville and Elyria-Swansea neighborhoods.

Examples of ongoing engagement

- CSU-Global tuition discount for individuals working on the National Western Center project, including resources for bachelor's and master's degree completion and degrees.
- Student connection to existing scholarship opportunities such as the Colorado Tuition Assistance Grant, offering waived tuition to students who qualify (ex. family of four with an income < \$64,000).



December 13, 2018 – Young Guns Reception at Coors Western Art

January 8, 2019 – Coors Western Art Exhibit Reception

January 10, 2019 – CSU Presents National Western Stock Show VIP BBQ

January 10, 2019 – NWSS Parade

January 11, 2019 – Boots n Business Luncheon

January 14, 2019 – Citizen of the West Dinner

January 19, 2019 – CSU Day at National Western



SoGES (School of Global Environmental Sustainability) External Advisory Board
10 year Anniversary
and Green & Gold Foundation Leadership Retreat
Todos Santos, November 5-7, 2018



COLORADO STATE UNIVERSITY SYSTEM

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



COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



NATIONAL CONFERENCE ON TRUSTEESHIP

APRIL 14-16, 2019 / ORLANDO, FL



COLORADO STATE UNIVERSITY SYSTEM

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



Section 11

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
December 6, 2018

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

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Agribusiness Innovation and Management
- Master of Conservation Leadership
- Doctor of Systems Engineering

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- B.S. in Health Sciences

II. Miscellaneous Items

Colorado State University

- Sabbatical Requests for 2019-2020
- Program Review Summary
- Faculty Manual Revision – Section C.2.1.9.3 – C.2.1.9.6
- Faculty Manual Revision – Preface and Section H
- Faculty Manual Revision – Section E.13

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- Sabbatical Requests for 2019-2020
- Program Review Summary
- Academic Calendar – AY 2019-2020 and AY 2020-2021

III. Campus Reports

- Enrollment/Student Success Report

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Agribusiness Innovation Management (Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a New Degree Program: Master of Agribusiness Innovation Management (Plan C) in the Department of Agricultural and Resource Economics Resources. If approved, this degree will be effective Fall Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The master's degree program will be offered as part of the Agribusiness Entrepreneurship activities at the National Western Center in Denver. It will be a classroom-based professional program offered through Distance and Continuing Education, so will not rely on campus-based funding to be launched or sustained. The program will primarily target students from around the US (and beyond) who have an undergraduate degree in a traditional agriculture field (such as Animal Science, Crop Science, Horticulture, Agricultural Education), some work experience beyond college, and a desire to become an entrepreneur in the agriculture value-chain.

The Master of Agribusiness Innovation Management will follow a cohort model, with students largely restricted to a set curriculum. Each core course is two credit hours, allowing for more topics to be covered in the curriculum and providing flexibility, when necessary, for Fort-Collins-based faculty to travel to Denver just one day a week to teach a course. Thirteen of the 15 courses in the program are new and are in the review process.

The overall structure of the program begins with intensive coursework designed to give the students a thorough yet flexible overview of the agribusiness and food system, to begin shaping their professional identities as entrepreneurs, and to impart a skill-set and mind-set based upon strategy and design-thinking, essential to approaching old problems in new ways.

The students that choose to pursue the degree will experience what really sets this program apart: its unique engagement with inventors and companies in the region through the venture practicum projects, which the students pursue for 12-18 months after completing the first semester of coursework. The degree program will be tightly

CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System

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linked with an agribusiness incubator that is also managed by the Ag Innovation Center. The business development staff members at the incubator will solicit commercially promising technical or business ideas from the agricultural scientists at CSU as well as from companies across Colorado. At the end of the first semester, the program's faculty and the incubator staff will undertake a screening process, assembling student teams from the new cohort, and guiding them through a selection process to match each team with a recently solicited idea. The student teams then take up the challenge of becoming "surrogate entrepreneurs" exploring the market potential of the idea for which they have taken responsibility, reaching out to build a network of partners, customers, and funders, and developing a business plan. Most students will ultimately learn the common lesson of entrepreneurship - that few entrepreneurial ideas ultimately are commercially viable. The coursework and experience applying it will still be immensely useful should the student want to start his/her own business, or join the team of a new business startup. A few students will find that their idea does have commercial viability, in which case they can be part of the team that launches a new startup.



Colorado State University

NEW PROGRAM PROPOSAL

MASTER OF AGRIBUSINESS INNOVATION MANAGEMENT, PLAN C

Program available to students: Fall 2018

College: Agricultural Sciences

Department/Unit: 1172-Agricultural and Resource Economics

Academic Level: Graduate

Program Type: Degree

Degree Type: Master's Degree

Program Title: Master of Agribusiness Innovation Management, Plan C

Program Description

The master's degree program will be offered as part of the Agribusiness Entrepreneurship activities at the National Western Center in Denver. It will be a classroom-based professional program offered through Distance and Continuing Education, so will not rely on campus-based funding to be launched or sustained.

The program will primarily target students from around the US (and beyond) who have an undergraduate degree in a traditional agriculture field (such as Animal Science, Crop Science, Horticulture, Agricultural Education and so forth), some work experience beyond college, and a desire to become an entrepreneur in the agriculture value-chain.

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CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System

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Program Catalog Copy

The professional Master of Agribusiness Innovation Management (Plan C) is a program of study consisting of 35 credit hours of coursework, including 9 credit hours of practicum, that prepares students to start their own businesses in the agribusiness food system or to join the team of an existing startup in the agricultural value chain. Completion of the degree program implies mastery of what it means to be an entrepreneur, ability to describe the agriculture value chain and potential business opportunities, practical understanding of the role that economics plays in successful business startups, financial and marketing skills needed to put together a business plan, ability to evaluate the viability of a new product or service, ability to work together in a team to put together a business plan, communication skills to sell that plan to others (particularly potential investors), and working knowledge of intellectual property and how to protect it from unauthorized exploitation. The practicum provides experience in the development of a business plan for an actual business.

Offered as: Remote Campus Face-to-Face and Online/DCE

Justification for Request

This program will become an integral part of the proposed Agribusiness Entrepreneurship program at the National Western Center in Denver. The program will be an important component of CSU's \$200+ million investment at the National Western Center. Leaders in Denver envision

CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System

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the National Western Center becoming a hub of agricultural research and development to rival anything in existence in California, New York, or the Midwest. Our program will be at the heart of this R&D development. This degree program will attract entrepreneurial students to become part of this multi-billion industry in Colorado.

Program Level Learning Objectives

Within five identified outcome areas, graduates of this program will exhibit:

Professional Development:

- An understanding of the value-added system of agriculture and food, its issues, and their implications in a larger societal context.
- A network of personal and professional connections within the agribusiness/food and investor communities with Colorado, nationally, and globally.
- An understanding of and acculturation to the high professional expectations and standards of conduct within the agribusiness/food industry and the startup community.
- Practical experience assembling and working within teams, including assessment of personal traits and talents, recruitment of team members, formulation of team strategy, and collective decision making.
- The capability to work as a team in partnership with an external researcher or innovator, who has an idea with commercial potential, to create value with that partner based upon their idea. Engagement will be such that students have a sense of ownership in the outcome. In addition, the student will be able to repeat the team-based value creation process and thereby successfully launch other business ventures in the future.

Technical Competence:

- Competence in selecting and utilizing appropriate methods, evidence, and resources to solve real-world challenges beyond the context of the classroom.
- Familiarity and fluency with the concepts and terminology of the lifecycle of a new agribusiness startup company, from inception of the initial idea, through the stages of validation, funding, founding, product launch, growth, and exit.
- An applied understanding of financial concepts and tools necessary to generate and evaluate financial performance of an agribusiness.
- An ability to develop a successful marketing plan for a new product, service, or technology, including the ability to do market research, identify key market niches, and position it, so that it is presented in its best light to potential customers and investors.
- An ability to identify and pursue all of the potential sources of investment capital needed to carry a business idea from concept to commercial launch.
- Competence in the legal dimensions of business startups and be able to take steps to design the legal, contractual, and intellectual property structures that form a successful venture and help to protect it from various risks.

Problem-solving and Opportunity-seizing Skills:

CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System

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- An ability to identify a problem—or, conversely, an opportunity—to ascertain its scope, to evaluate resources available to address it, to formulate alternative solutions, to select a best path of action, and to pursue it.
- An ability to critically evaluate the viability of a business idea and to engage design principles to iterate the idea and improve upon its viability.

Communication skills:

- Proficiency in oral and written communications in terms of substance, organization, mechanics, documentation, synthesis, and persuasion, particularly as it relates to proposing and advocating for a new business.
- An ability to put together an effective pitch (written and verbal) to frame and communicate a new business idea to a range of stakeholders.
- An ability to write a detailed, coherent business plan to map out the growth potential and thus the investment opportunity of a new business idea.

Leadership:

- A personal identity as an entrepreneur, innovator, and agent of change within the business community and the world at large.
- Leadership qualities that can be used in professional, personal, and community contexts, including vision, initiative, personal responsibility, team building, and motivating collaborative or collective action.

Program Requirements:

FIRST YEAR		
FALL		CREDITS
AREC 511	Opportunities in the Agricultural Value Chain	2
AREC 512	Innovation in Agribusinesses	2
AREC 513	Idea Evaluation in Agricultural Value Chains	2
AREC 514	Entrepreneurial Accounting and Finance	2
AREC 515	Assessing Agricultural and Food Markets	2
AREC 516	Business Economics for the Entrepreneur	2
	Total Credits	12
SPRING		
AREC 517	Entrepreneurial Identity and Team Formation	2
AREC 518	Raising Capital in the Agricultural Sector	2
AREC 519A	New Venture Communication: Interpersonal Interactions	1
AREC 586A	New Venture Launch Practicum: Explore and Validate Value Proposition	2
BUS 620	Leadership and Teams	2

CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System
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BUS 660	Ethical, Legal, and Regulatory Issues	2
Total Credits		11
SUMMER		
AREC 520	Intellectual Property in Food and Agriculture	2
AREC 521	New Food Product Development	2
AREC 586B	New Venture Launch Practicum: Communicate, Design, and Iterate	2
Total Credits		6
SECOND YEAR		
FALL		
AREC 519B	New Venture Communication: Making the Pitch	1
AREC 586C	New Venture Launch Practicum: Final Evaluation, Presentation, and Launch	5
Total Credits		6
Program Total Credits:		35

A minimum of 35 credits are required to complete this program.

New Program Planning Budget Form

Submit with comprehensive program proposal (CPP).

Name of Degree:

Agribusiness and Food Innovation Management

Contact Person:

Greg Perry

Expenses

		FISCAL YEAR					
		2020	2021	2022	2023	2024	Cumulative*
¹ # f.t.e.		0.414	0.886	0.2			
Faculty Salary	Base + Fringe	42,139	84,138	-	-	-	-
(list once per new)	One-time	50,361	45,073	16,578	-	-	-
# f.t.e.		0	0	0			
Admin. Pro. Salary	Base + Fringe	4,273	17,948	-	-	-	-
(list once per new)	One-Time	-	-	-	-	-	-
#f.t.e.							
Other Salary	Base + Fringe	-	-	-	-	-	-
(list once per new)	One-Time	-	39,198	42,600	42,600	42,600	-
#f.t.e.							
² GRA Position	# New each year	-	-	-	-	-	-
(list once per new)	Total Stipend + Fringe	-	-	-	-	-	-
³ (list once per new)	Total Resident Tuition	-	-	-	-	-	-
#f.t.e.							
³ GRA Tuition Premiums	# New each year	-	-	-	-	-	-
(list once per new)	Total Tuition Premium	-	-	-	-	-	-
** #f.t.e.							
GTA FTE Positions	# New each year	-	-	-	-	-	-
(list once per new)	Total Stipend + Fringe	-	-	-	-	-	-
<i>FTE tuition allotment must be approved by Provost</i>							
⁴ Operating	Base	-	-	-	-	-	-
	One-Time	15,511	11,841	4,000	5,000	5,000	-
Equipment	Base	-	-	-	-	-	-
	One-Time	-	-	-	-	-	-
Library Resources	Base	-	-	-	-	-	-
	One-Time	-	-	-	-	-	-
Facilities & Technology	Base	-	-	-	-	-	-
	One-Time	-	-	-	-	-	-
Other	Base	-	-	-	-	-	-
	One-Time	-	-	-	-	-	-
Total Expenses	Incremental Base	46,412	102,086	-	-	-	-
	Incremental One Time	65,872	96,112	63,178	47,600	47,600	-
	Cumulative Base	46,412	148,498	148,498	148,498	148,498	-
Incremental One Time + Cumulative Base = Total Expenses	Total Expenses	112,284	244,610	211,676	196,098	196,098	-

Provost Commitment. Please provide details.
Enterprise program, so no commitment. DCE has indicated they are willing to cover some of the startup costs if we can obtain some external funding. The USDA grant is a good fit for this program, Revised Fall 2018

Revenue	FISCAL YEAR					Cumulative
	2020	2021	2022	2023	2024	
⁵ New Tuition Revenue						
⁶ Resident Tuition/Year	\$ -	303,712	441,356	614,906	650,813	
Non-Res Tuition/Year	\$ -					
Total # Fall each Year	-	14	36	52	60	-
Resident Tuition	-	-	-	-	-	-
Non-Resident Tuition	-	-	-	-	-	-
Sub total Tuition	-	303,712	441,356	614,906	650,813	2,010,787
Development						
Other						
USDA Challenge Grant	57,240	47,766	-	-	-	-
Distance & Continuing Ed	45,044	21,000				
Dept Aq & Res Economics	10,000					
Total Revenue	112,284	68,766	441,356	614,906	650,813	-

Notes and Comments:

In FY2021 revenue includes both tuition and startup funds. This necessitated changing the formula in G76 and G101 to exclude multiplying the startup funds by 58% (G87). The requested amounts for DCE are proposed and have yet to be negotiated. The Challenge Grant amounts are proposed and may be revised as part of the approval process.

Return on Investment Detail

Total Revenue without Differential Tuition	112,284	68,766	441,356	614,906	650,813	-
⁷ Proposed Department Tuition Sharing %	100%	58%	58%	58%	58%	
Department Revenue from Sharing	112,284	176,153	255,986	356,645	377,472	-
Differential Tuition	-	-	-	-	-	-
Total Revenue to Program	112,284	244,919	255,986	356,645	377,472	
Subtract Total Expenses	112,284	244,610	211,676	196,098	196,098	-
Net to Program	0	309	44,311	160,548	181,374	-
University Tuition Sharing %	0%	42%	42%	42%	42%	0%
University Revenue from Sharing	-	127,559	185,370	258,261	273,341	-

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless **additional** base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. **Please see your Financial Coordinator for current fringe figures.**
 - With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please request tuition allotment via the Graduate School and the Provost's Office; GRA positions do not receive tuition allotments.
 - Each new GRA Salary, Fringe, Resident Tuition, and Tuition Premium will be included in base.
 - For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
 - On tuition revenue from students, please indicate students as "total in the program". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15). Do not count GTAs or GSAs in this number, as tuition and stipend is centrally funded; do count GRAs that are grant-funded.
 - Please see Registrar's website for graduate tuition rates.
 - If the new program results in revenue, the department percentage of revenue is generally 50% by year 5, though exceptions may be approved. The department percentage of tuition revenue may begin in year one around 90%. The tuition revenue split for year 5 and beyond is 50% to Central Administration and 50% to the Department.
 - Graduate program budget questions, please contact Dr. Jodie Hanzlik with questions. Undergraduate program budget question, please contact Dr. Kelly Long.
 - Please provide a detailed budget rationale.
- * Manual entry required. No formula available.
- **GAs appointed 20 hours per week, or .50 FTE, fall and spring will be considered 1.00 FTE (0.50 FTE + 0.50 FTE = 1.0 FTE).
 GAs appointed 10 hours per week, or .25 FTE, fall and spring will be considered 0.50 FTE (0.25 FTE + 0.25 FTE = 0.50 FTE).

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Conservation Leadership (Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a New Degree Program: Master of Conservation Leadership (Plan C) in the Department of Human Dimensions of Natural Resources. If approved, this degree will be effective Spring Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Conservation Leadership, Plan C, is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches. Working closely with a network of practitioners and organizations, the Master of Conservation Leadership, Plan C is the option for individuals seeking to make a difference in the lives and ecosystems of our planet.

Conservation issues at all scales require individuals who can analyze and problem-solve with an interdisciplinary mindset, and an ability to work successfully with a variety of value systems, world views and beliefs. The Master of Conservation Leadership, Plan C, will prepare students for higher level skills to succeed in the conservation workplace, such as systems thinking, collaboration skills with diverse groups, and skills in basic research techniques. In addition, the Plan C option gives students opportunities to gain important practical experiences to build their skill sets and be competitive for jobs in the conservation workplace.

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item



Colorado State University

NEW PROGRAM PROPOSAL

MASTER OF CONSERVATION LEADERSHIP, PLAN C

Program available to students: Spring 2019

College: Warner College of Natural Resources

Department/Unit: 1480 Human Dimensions of Natural Resources

Academic Level: Graduate

Program Type: Degree

Degree Type: Master's

Program Title: Master of Conservation Leadership, Plan C

Program Description

The Master of Conservation Leadership at Colorado State University is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches. Working closely with a network of practitioners and organizations, MCL is the option for individuals seeking to make a difference in the lives and ecosystems of our planet.

Program Catalog Copy

The Master of Conservation Leadership at Colorado State University is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches.

Offered as: Main Campus Face-to-Face

Justification for Request

Conservation issues at all scales require individuals who can analyze and problem-solve with an interdisciplinary mindset, and an ability to work successfully with a variety of value systems, world views and beliefs. The Master of Conservation Leadership will prepare students for higher level skills to succeed in the conservation workplace, such as systems thinking, collaboration

Board of Governors of the Colorado State University System

Meeting Date: December 6, 2018

Consent Item

skills with diverse groups, and skills in basic research techniques. In addition, the Plan C option gives students opportunities to gain important practical experiences to build their skill sets and be competitive for jobs in the conservation workplace.

Program Level Learning Objectives

Upon successful completion of the program, all students will be able to:

1. Analyze conservation issues from multiple disciplines and stakeholder perspectives
2. Collaborate with diverse stakeholders and individuals
3. Utilize systems thinking to examine conservation issues
4. Apply interdisciplinary problem-solving approaches to conservation issues
5. Apply inquiry tools and methods to address conservation issues
6. Effectively communicate conservation via varied media, academic outputs and presentations
7. Demonstrate leadership skills to work effectively in group environments

Program Requirements

FIRST YEAR		CREDITS
NR 541	Conservation Policy, Finance, and Governance	2
NR 543B	Catalyzing Change: Collaborative Conservation	3
NR 544D	Conservation Methods: Spatial Information	1
NR 544E	Conservation Methods: Integrative Field Work	3
NR 545B	Multilevel Views: Society and Conservation- Global	3
NR 549A	Conservation and Systems Leadership	3
NR 549B	Conservation and Systems Leadership: Field	3
NR 562	Ecosystem Services in a Changing World	3
NR 564	Systems Thinking and Biodiversity	3
	Total Credits	24
SECOND YEAR		
NR 586	Conservation Leadership Capstone	6
	Total Credits	6
	Program Total Credits:	30

A minimum of 30 credits are required to complete this program.

New Program Planning Budget Form

Submit with comprehensive program proposal (CPP).

Name of Degree:

Master of Conservation Leadership

Contact Person:

Brett Bruyere (brett.bruyere@colostate.edu)

Expenses

			FISCAL YEAR					
			2018	2019	2020	2021	2022	Cumulative*
¹ 1.38 f.t.e.								
Faculty Salary	Base + Fringe		102,698	105,265	107,897	110,595	113,359	539,814
(list once per new)	One-time		-	-	-	-	-	-
1 f.t.e.								
Admin. Pro. Salary	Base + Fringe		38,007	38,957	39,931	40,929	41,953	199,777
(list once per new)	One-Time		-	-	-	-	-	-
#f.t.e.								
Other Salary	Base + Fringe		-	-	-	-	-	-
(list once per new)	One-Time		-	-	-	-	-	-
#f.t.e.								
² GRA Position	# New each year		-	-	-	-	-	-
³ (list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
	Total Resident Tuition		-	-	-	-	-	-
#f.t.e.								
³ GRA Tuition Premiums	# New each year		-	-	-	-	-	-
(list once per new)	Total Tuition Premium		-	-	-	-	-	-
**#f.t.e.								
GTA FTE Positions	# New each year		-	-	-	-	-	-
(list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
			-	-	-	-	-	-
			FTE tuition allotment must be approved by Provost					
⁴ Operating	Base		9,450	9,686	9,928	10,177	10,431	49,672
	One-Time		-	-	-	-	-	-
Equipment	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Library Resources	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Facilities & Technology	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Other	Base		23,900	24,498	25,110	25,738	26,381	125,626
Field trips	One-Time		-	-	-	-	-	-
Co-curricular activities			-	-	-	-	-	-
Total Expenses	Incremental Base		174,055	178,406	182,867	187,438	192,124	-
	Incremental One Time		-	-	-	-	-	-
	Cumulative Base		174,055	352,461	535,328	722,766	914,890	914,890
Incremental One Time + Cumulative Base = Total Expenses	Total Expenses		174,055	352,461	535,328	722,766	914,890	914,890

Provost Commitment. Please provide details.

Revenue	FISCAL YEAR						188 Cumulative
	2018	2019	2020	2021	2022		
⁵ New Tuition Revenue							
⁶ Resident Tuition/Year	\$ 10,312.64						
Non-Res Tuition/Year	\$ 25,282.40						
	# of Resident	8	9	9	9	10	45
	# of Non Resident	10	10	10	11	11	52
	# of International	2	3	4	4	4	17
	Resident Tuition	82,501	95,598	98,466	101,420	116,070	494,055
	Non-Resident Tuition	303,389	338,531	375,509	414,401	426,833	1,858,664
	Sub total Tuition	385,890	434,130	473,975	515,822	542,903	2,352,720
	Average	19,294.50	19,733.16	20,607.63	21,492.56	21,716.13	
	Development						
	Other		-	-	-	-	-
	Differential tuition (see row 91)						
Total Revenue		385,890	434,130	473,975	515,822	542,903	2,352,720

Notes and Comments:

Return on Investment Detail

Total Revenue without Differential Tuition	385,890	434,130	473,975	515,822	542,903	2,352,720
⁷ Proposed Department Tuition Sharing %	33%	33%	33%	33%	33%	33%
Department Revenue from Sharing	127,344	143,263	156,412	170,221	179,158	776,397
Add'l Department Revenue for >18 students (33% return + 17% add'l = 50% total)	6,560	13,419	17,516	21,922	25,842	
Differential Tuition	48,000	52,800	55,200	57,600	60,000	273,600
Total Revenue to Program	175,344	196,063	211,612	227,821	239,158	1,049,997.46
Subtract Total Expenses	174,055	178,406	182,867	187,438	192,124	914,890
Net to Program	1,289	17,656	28,745	40,383	47,034	135,107
University Tuition Sharing %	67%	67%	67%	67%	67%	67%
University Revenue from Sharing	Note: 50% for >18 students 251,986.12	277,448.22	300,047.09	323,678.00	337,902.91	1,491,062

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless **additional** base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. **Please see your Financial Coordinator for current fringe figures.**
 - With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please request tuition allotment via the Graduate School and the Provost's Office; GRA positions do not receive tuition allotments.
 - Each new GRA Salary, Fringe, Resident Tuition, and Tuition Premium will be included in base.
 - For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
 - On tuition revenue from students, please indicate students as "total in the program". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15). Do not count GTAs or GSAs in this number, as tuition and stipend is centrally funded; do count GRAs that are grant-funded.
 - Please see Registrar's website for graduate tuition rates.
 - If the new program results in revenue, the department percentage of revenue is generally 50% by year 5, though exceptions may be approved. The department percentage of tuition revenue may begin in year one around 90%. The tuition revenue split for year 5 and beyond is 50% to Central Administration and 50% to the Department.
 - Graduate program budget questions, please contact Dr. Jodie Hanzlik with questions. Undergraduate program budget question, please contact Dr. Kelly Long.
 - Please provide a detailed budget rationale.
- * Manual entry required. No formula available.

**GAs appointed 20 hours per week, or .50 FTE, fall and spring will be considered 1.00 FTE (0.50 FTE + 0.50 FTE = 1.0 FTE).
GAs appointed 10 hours per week, or .25 FTE, fall and spring will be considered 0.50 FTE (0.25 FTE + 0.25 FTE = 0.50 FTE).

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Professional Doctorate: Doctor of Systems Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Walter Scott, Jr. College of Engineering, to establish a New Professional Doctorate: Doctor of Systems Engineering in the Walter Scott, Jr. College of Engineering. If approved, this degree will be effective Spring Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

This proposal for a Doctor of Systems Engineering furthers CSU's degree offerings in this discipline. The professional doctorate target student population is the working technical professional in government, industry, or other organizations whose career goal is to attain a high placement in their technical organization using Systems engineering. Systems engineering is applied to large complex systems in numerous fields. These fields include, but are not limited to: space, energy, environment, sustainability, agriculture, and biomedical. The typical student will be a working professional with employer support, will have the experience and breadth of knowledge in technical areas of interest, and will desire to attain the highest level of technical advancement in their careers.

A professional doctorate in Systems Engineering will emphasize practical system-level problem solving skills and advanced knowledge in related theory and methodologies. It is intended to prepare students for career advancements in technical domains creating the next generation leaders in the demanding field of systems engineering. The degree will require rigorous expertise and depth of systems engineering knowledge, applied to all technical domains. This degree will prepare individuals to work at the highest levels of the technical profession. The program emphasizes problem solving, leadership, and addressing the enterprise-level challenges that arise during technical development, as well as the ability to balance diverse technologies and competing stakeholder priorities with a system. Technological advancement in business, government agencies, and industry require direction by persons possessing both high technical competence and experience, and understanding of the social, political and institutional factors involved.

CSU-Fort Collins -New Professional Doctorate: Doctor of Systems Engineering

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item



Colorado State University

NEW PROGRAM PROPOSAL

DOCTOR OF SYSTEMS ENGINEERING

Program available to students: Spring 2019

College: Walter Scott, Jr. College of Engineering

Department/Unit: 1301 – Walter Scott Jr. College of Engineering

Academic Level: Graduate

Program Type: Professional Doctorate

Program Title: Doctor of Systems Engineering

Program Description

This proposal for a Doctor of Systems Engineering furthers CSU's degree offerings in this discipline. The professional doctorate target student population is the working technical professional of government, industry, or other organizations whose career goals are to attain a high placement in their technical organization using Systems Engineering. Systems Engineering is applied to large complex systems in numerous fields. These fields include but are not limited to: space, energy, environment, sustainability, agriculture, and biomedical. The typical student will be a working professional with employer support, will have the experience and breadth of knowledge in technical areas of interest, and will desire to attain the highest level of technical advancement in their careers.

Program Catalog Copy

The Doctor of Systems Engineering degree will include core studies in systems engineering and its applications to complex systems in a working environment. Curriculum includes professional and applied/translational courses, a systems engineering practicum, and a dissertation to assist working professionals attain a higher level of value to their organizations.

Offered as

Main Campus Face-to-Face

Online/DCE

Justification for Request

In response to the needs of government and industry organizations and students, CSU's COE proposes a new professional doctorate degree program at Colorado State University (CSU). A professional doctorate in Systems Engineering will emphasize practical system-level problem solving skills and advanced knowledge in related theory and methodologies. It is intended to prepare students for career advancements in technical domains creating the next generation leaders in the demanding field of systems engineering. The degree will require rigorous expertise and depth of systems engineering knowledge, applied to all technical domains. This degree will prepare individuals to work at the highest levels of the technical profession. The program emphasizes problem solving, leadership, and addressing the enterprise-level challenges that arise during technical development, as well as the ability to balance diverse technologies and competing stakeholder priorities with a system. Technological advancement in business, government agencies, and industry require direction by persons possessing both high technical competence and experience, and understanding of the social, political and institutional factors involved.

Program Level Learning Objectives

- SLO 1: Use systems engineering thinking and frameworks to effectively design, analyze, and implement integrated system solutions.
- SLO 2: Demonstrate an applied mastery of the systems engineering technical domain including systems design, computation, modeling, analysis, and systems science.
- SLO 3: Demonstrate an applied mastery of the systems engineering management domain including lifecycle processes, stakeholder management, leadership, and enterprise engineering.
- SLO 4: Achieve a level of understanding which will contribute to the advancement of the systems engineering enterprise and profession.

Program Requirements

Code	Title	Credits
Required Courses:		
ENGR 501	Foundations of Systems Engineering ¹	3
ENGR 502	Engineering Project and Program Management ¹	3
or CIS 600	Information Technology and Project Management	
or CIS 670	Advanced IT Project Management	
ENGR 530	Overview of Systems Engineering Processes ¹	3
ENGR 531	Engineering Risk Analysis ¹	3
Applied Required Course:		
ENGR 786	Applied Systems Engineering Practicum	9
Professional Required Course:		
ENGR 710	Leadership/Innovation in Systems Engineering	3
Technical Electives – Select 3 credits from the following: ²		3

Board of Governors of the Colorado State University System
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ENGR 510	Engineering Optimization: Method/Application	
ENGR 520	Engineering Decision Support/Expert Systems	
ENGR 532/ECE 532	Dynamics of Complex Engineering Systems	
ENGR 567	Systems Engineering Architecture	
MECH 513	Simulation Modeling and Experimentation	
Applied Electives – Select 3 credits from the following: ²		3
BUS 500	Business Systems and Processes	
BUS 601	Quantitative Business Analysis	
CIS 570	Business Intelligence	
CIS 575	Applied Data Mining and Analytics in Business	
Professional Electives – Select 3 credits from the following: ²		3
BUS 620	Leadership and Teams	
BUS 630	Information Management	
CIS 676	Information Technology Management	
ENGR 711	Ethics in Systems Engineering	
PSY 647	Applied Industrial Psychology	
PSY 648	Applied Organizational Psychology	
Research and Dissertation		
ENGR 799B	Dissertation: Professional Doctorate	9
Additional credits required to complete this degree:		30
Applicable Master's Degree Credit (a maximum of 30 credits may be accepted from a master's degree)		
Technical courses as advised (500-level or higher)		
Program Total Credits:		72

* If required courses or the equivalent have not been taken, they must be taken

* Other courses may be selected with advisor approval

A minimum of 72 credits are required to complete this program.

New Program Planning Budget Form

This sheet documents the budget and costs of administering the Doctorate of Engineering in Systems Engineering using the new 2017 template as provided by the Committee for Strategic and Financial Planning. This sheet describes the incremental and cumulative budget changes that are requested to the Systems Engineering Base Budget.

The Systems Engineering program is requesting an increase in base budget to provide 1) additional support for the graduate advisor to manage this new program, 2) A single GTA with tuition and stipend support, and 3) \$5k in incremental base funding to support marketing, student recruitment, and industrial outreach.

In summary, this program is requesting a ~\$78,000 increase in base budget over 5 years, and will return ~\$132,000 per year (in year 5) to the central administration from resident (and non-resident) instruction. As detailed in the second budget sheet (*Budget Allocation D.ENG*), Online revenues will return an additional \$56,000 per year to central administration of CSU.

New Program Planning Budget Form

Submit with comprehensive program proposal (CPP).

Name of Degree:

Doctorate of Engineering in Systems Engineering

Contact Person:

Thomas Bradley, Ann Batchelor, Systems Engineering

		FISCAL YEAR						Notes
		2019	2020	2021	2022	2023	Cumulative*	
Expenses								
1	# f.t.e.							
	Faculty Salary	Base + Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	(list once per new)	One-time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	# f.t.e.		\$ 0.20	\$ -	\$ 0.20	\$ -	\$ 0.10	\$ -
	Admin. Pro. Salary	Base + Fringe	\$ 14,801.60	\$ 444.05	\$ 16,160.39	\$ 942.18	\$ 9,300.11	\$ 41,648.33
	(list once per new)	One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	#f.t.e.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other Salary	Base + Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	(list once per new)	One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	#f.t.e.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	GRA Position	# New each year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	(list once per new)	Total Stipend + Fringe	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Resident Tuition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	#f.t.e.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	GTA Tuition Premiums	# New each year	\$ 1.00	\$ -	\$ -	\$ -	\$ -	\$ -
	(list once per new)	Total Tuition Premium	\$ 9,917.00	\$ 297.51	\$ 306.44	\$ 315.63	\$ 325.10	\$ 11,161.67
**	#f.t.e.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	GTA FTE Positions	# New each year	\$ 1.00	\$ -	\$ -	\$ -	\$ -	\$ -
	(list once per new)	Total Stipend + Fringe	\$ 19,800.00	\$ -	\$ -	\$ -	\$ -	\$ -
	FTE tuition allotment must be approved by Provost		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Operating	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Equipment	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Library Resources	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Facilities & Technology	Base	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other	Base	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
		One-Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses		Incremental Base	\$ 49,518.60	\$ 741.56	\$ 16,466.82	\$ 1,257.81	\$ 9,625.21	\$ -
		Incremental One Time	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Cumulative Base	\$ 49,518.60	\$ 741.56	\$ 16,466.82	\$ 1,257.81	\$ 9,625.21	\$ -
Incremental One Time + Cumulative Base = Total Expenses	Total Expenses		49,519	742	16,467	1,258	9,625	77,610

Provost Commitment. Please provide details.

Revised Fall 2017

Revenue	FISCAL YEAR					Cumulative
	2019	2020	2021	2022	2023	
⁵ New Tuition Revenue						
⁶ Resident Tuition/Year	\$ 9,917.00					
Non-Res Tuition/Year	\$ 24,311.60					
# of Resident	1	2	3	4	4	-
# of Non Resident	2	4	6	8	8	-
# of International	-	-	-	-	-	-
Resident Tuition	9,917	20,429	31,563	43,346	44,647	-
Non-Resident Tuition	48,623	100,164	154,753	212,528	218,903	-
Sub total Tuition	58,540	120,593	186,316	255,874	263,550	-
Development						
Other		-	-	-	-	-
Total Revenue	58,540	120,593	186,316	255,874	263,550	884,873

Notes and Comments:

Return on Investment Detail

Total Revenue without Differential Tuition	58,540	120,593	186,316	255,874	263,550	-
⁷ Proposed Department Tuition Sharing %	90%	80%	70%	60%	50%	
Department Revenue from Sharing	52,686	96,474	130,421	153,524	131,775	-
Differential Tuition	5,940	11,880	17,820	23,760	23,760	-
Total Revenue to Program	58,626	108,354	148,241	177,284	155,535	
Subtract Total Expenses	49,519	742	16,467	1,258	9,625	-
Net to Program	9,108	107,613	131,774	176,026	145,910	-
University Tuition Sharing %	10%	20%	30%	40%	50%	
University Revenue from Sharing	5,854	24,119	55,895	102,350	131,775	-

Notes to help you prepare the budget:

- When Base salary funds are listed, it is assumed these funds will continue in subsequent years. There is no need to list base funds (or their expansion for salary raises) in years after the request unless additional base funds are being requested. For example, in Year 1, you will list one new faculty FTE under Faculty Salary only in Year 1 (the base addition assumes this FTE will continue in out years). Under "Other", note any estimated proposed start-up costs for the new faculty member in Year 1 (and additional years, as one time funds). For example, a 3-year startup package for a new faculty member in Year 1 valued at \$300,000 would appear as \$100,000 under Years 1, 2, and 3 under "Other", one-time funds. Please see your Financial Coordinator for current fringe figures.
 - With graduate students, please show your GRA and GTA stipends and follow university policy for GRA Tuition Premium coverage (1st year, NR GRA's) - use your peer-competitive stipends. For all new GTA positions, please request tuition allotment via the Graduate School and the Provost's Office; GRA positions do not receive tuition allotments.
 - Each new GRA Salary, Fringe, Resident Tuition, and Tuition Premium will be included in base.
 - For Operating, equipment, library, facility, and other expenses, only add the new funds required for the year in which the base or 1x funds will be incurred. There is no need to list base funds in years after the request unless additional base or 1x funds are being requested.
 - On tuition revenue from students, please indicate students as "total in the program". For example, in Year 1, a program may see 5 new students; in Year 2, 5 more added (total = 10); in Year 3, 5 more are added (total 15); and in Year 4, 5 more are added, but 5 graduate (total = 15). Do not count GTAs or GSAs in this number, as tuition and stipend is centrally funded; do count GRAs that are grant-funded.
 - Please see Registrar's website for graduate tuition rates.
 - If the new program results in revenue, the department percentage of revenue is generally 50% by year 5, though exceptions may be approved. The department percentage of tuition revenue may begin in year one around 90%. The tuition revenue split for year 5 and beyond is 50% to Central Administration and 50% to the Department.
 - Graduate program budget questions, please contact Dr. Jodie Hanzlik with questions. Undergraduate program budget question, please contact Dr. Kelly Long.
 - Please provide a detailed budget rationale.
- * Manual entry required. No formula available.
- **GAs appointed 20 hours per week, or .50 FTE, fall and spring will be considered 1.00 FTE (0.50 FTE + 0.50 FTE = 1.0 FTE).
 GAs appointed 10 hours per week, or .25 FTE, fall and spring will be considered 0.50 FTE (0.25 FTE + 0.25 FTE = 0.50 FTE).
 GAs appointed for one semester (fall or spring) will have a 0.25 FTE appointment.

Board of Governors of the Colorado State University System
 Meeting Date: December 6, 2018
 Consent Item

MATTERS FOR CONSENT:

New Degree Program: Bachelor Degree in Health Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS degree in Health Science. If approved, this degree will be effective in fall 2019.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Health Science**
- Degree type: **BS**
- Recommended CIP code: **51.9999 Health Professions and Related Programs**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **325**

The bachelor's degree in health sciences will be available to current and aspiring students who desire to work in the healthcare, allied health, or public health fields. Students will learn technical and administrative skills necessary for working in these industries. Choosing a health science major prepares students for a robust and versatile career in a large interdisciplinary health care arena. Graduates who major in health science have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Jobs in health science careers include: nurses, epidemiologists, athletic trainers, public health specialists, medical personnel, hospital administrators, medical scientists, disease management professionals, and any number of other related careers. The BS in Health Science is also an excellent preparatory program for many graduate level health science degrees such as the Master of Nursing, Master of Public Health, Master of Athletic Training, and Master of Healthcare Administration, and is an excellent completion degree for individuals who already have a two year allied health degree. The BS in Health Science will also be an effective way to mentor and advise CSU-Pueblo pre-nursing students which may lead to a higher retention rate of the students who do not get accepted into the BSN program.

Year 0 (2018-2019) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new degree, new courses, and course changes. Develop new organizational structure to realign the departments / programs and prepare for the new degree. Begin informing current pre-nursing, health promotion and athletic training students of the new degree. Develop and implement a recruitment plan. No new resources needed.

Year 1 (2019-2020) – Begin offering BS in Health Science (BS in HS) and Health Science (HS) courses. Implement new organizational structure. Have current pre-nursing, health promotion and athletic training students migrate into the HS major. Goal is to have at least 260 current students in the degree this year based on prior enrollment in Pre-Nursing, Health Promotion and Athletic Training. Retain at least 30 pre-nursing students who do not get into the BSN or recruit new students for a total of 30 additional students by the 2020-21 academic year. Additional resources needed include reassigned time and stipend for coordination of Health Science area and .5 FTE support staff to support Health Sciences.

Year 2 (2020-2021) – Continue implementing BS in HS and teaching HS courses. Continue to migrate students in the BS in HS. Goal is to have at least 275 current students, retaining at least 30 pre-nursing students who do not get into BSN or recruit new students for a total of 30 additional students. If 30 additional students are gained there is a request for a new faculty line to begin fall 2021 to meet the needs of the new HS classes and provide enough faculty to allow the addition of a Master in Public Health. Begin reviewing feasibility for a Master in Public Health degree. Possibly apply for accreditation in Public Health for undergraduate degree.

Year 3 (2021-2022) – Continue implementation of BS in HS and teach HS courses with three HS faculty members if the retention goal was met. Goal is to have at least 310 current students. If students were retained from the previous year, begin new faculty position. If 30 students are added to the program for this year an additional .5 FTE professional staff would be hired in fall 2022 to support the program with advising and recruitment. Possibly apply for accreditation in Public Health for undergraduate degree. Continue work on MPH degree and/or accreditation.

Year 4 (2022-2023) – Continue implementation of BS in HS and teach HS courses with three HS faculty members and a support staff member. Goal is to have at least 320 current students. Submit for MPH degree.

Year 5 (2023-2024) – Maintain program with at least 325 students. Work to finalize MPH degree to begin implementation in fall 2024.

2. Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

Colorado State University-Pueblo's mission stresses its distinctiveness and central commitments:

Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

Vision Statement

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.

- Hispanic Serving Institution: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. In the undergraduate EXHPR program for freshman to senior (i.e. all undergraduates) for 2010 thru 2014 was 27%, 30%, 34%, 31%, and 30%, respectively. For the junior-senior level of the program it was 8%, 17%, 14%, 40% and 43%. In 2013-2014 CAATE reported the average number of Hispanic students in professional level athletic training programs was 2 students. Our program far outweighs the national average, thereby training more diverse students for the AT field and meeting the goals of our institutional mission.
- Quality Initiative: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.
- CEEPS – The programs in this college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs. The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals. The BS in Health Science would align with the college mission.
- Nursing – The mission of the School of Nursing is to prepare graduate for professional positions as safe, competent and caring nurses to meet the healthcare needs of a diverse population.

- **Health Science** – The mission of the Bachelor of Science in Health Science is to prepare students for professional positions in public health, athletic training and other allied health related careers as well as prepare students for admission to the undergraduate BSN degree and graduate school in a variety of health science related degrees. Students will be prepared for a variety of degrees such as the Master of Science in Athletic Training, and other graduate degrees offered at other institutions such as the Master of Science in Nursing, Master of Public Health, Master of Occupational Therapy, Doctorate of Physical Therapy, and completion of a four year degree from a two year allied health degree and many others.

CSU-Pueblo adopted a new Strategic Plan in 2015 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over the next 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new degree ensures a commitment to excellence, our faculty members are research active, and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The new BS in Health Science degree curriculum assures a high quality and relevant academic program. The degree will prepare students for entry into Nursing and licensure as an RN, accelerated Nursing Program, Public Health, and entry into the Master in Athletic Training which leads to national Certification in Athletic Training as well as entry level Master in Nursing and other health related graduate degrees at other institutions. This degree will allow students to earn credentials to move seamlessly into careers with clinics, academic institutions, government and community agencies and professional sports teams.

Goal 3: Transformative Opportunities

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: The BS in Health Science at a Hispanic-Serving Institution such as CSU-Pueblo would help to address the nationwide demand for diversity in employment within a health science career track.

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The health science program consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the BS in Health Science program will have numerous opportunities for networking, leadership and mentoring in the required clinical and experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community which will provide a rich opportunity for networking, leadership and mentoring.

3. Rationale for the Bachelor of Science in Health Science

This new multidisciplinary degree will provide better visibility for the existing programs and a platform for a new, highly needed, and desired degree in health sciences to meet the demands of our region and to fill the numerous health care/allied health employment positions that are available now and in the future. The Bureau of Labor Statistics estimates that the **healthcare practitioners and technical occupations group** is projected to **add 1.3 million jobs between 2014 and 2024**, the most new jobs of any group. Employment is projected to grow 16.4 percent, much faster than the average of 6.5 percent growth for all occupations, adding an estimate 440,000 nursing positions alone by 2024. Southeastern Colorado will be in need of additional professionals in these health science related positions. Several agencies in the area have expressed a need for additional professionals in these areas and support the creation of this degree (please see support letters). In addition, CSU-Pueblo has difficulty retaining pre-nursing students who are not accepted into the highly sought after BSN nursing program. A BS in Health Science could retain these students and prepare them for CSU-Pueblo's accelerated BSN program, the MS in Athletic Training or other advanced degrees at other institutions. Athletic Training (23% growth), Public Health (16% growth) and most other healthcare related positions are all projected to grow much faster than the average of all occupations. This proposal presents a collaboration between Nursing, Athletic Training, and Public Health to form a degree that would encompass health sciences by using existing courses from several disciplines across campus. It is estimated by CSU-Pueblo Institutional Research that approximately 75 pre-nursing students who do not get admitted into the BSN nursing program are currently leaving CSU-Pueblo. A portion of those, 20 to 25 students, could be retained in this degree and conservatively an additional 5 to 10 students per year who are interested in other health science related careers could be recruited without a great deal of additional resources. Public Health and Pre-Athletic Training students would migrate from the Exercise Science, Health Promotion and Recreation program and therefore would not be considered new students. Conservatively, 50 to 70 retained/new students could be gained through this program.

4. CSU System & State Positioning

The proposed approximate enrollment in the BS in Health Science is shown in the table below. The category of "majors" include freshman through seniors who are declared Health Science majors. The goal will be to graduate at least 50 students per year. Other programs in the state have successful BS in Health Science degrees. The undergraduate bachelor's in public health program at UC-Denver plans to double its enrollment in the

next few years. CSU-Pueblo needs to assure we are meeting the needs of the Southern Colorado region in this area, as is our mission.

Academic Year	Proposed BS in Health Science degree enrollment			Graduates
	Majors	Jr Cohort	Sr. Cohort	
2019-2020	260	14	12	10
2020-2021	275	35	12	10
2021-2022	310	40	30	25
2022-2023	320	60	35	30
2023-2024	325	60	55	50

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

The BS in Health Science Student Learning Outcomes are as follows.

Student Learning Outcome
1. Summarize and synthesize information relevant to assessing and improving healthcare and population health;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health science curriculum to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication as well as mass communication methodology regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;
6. Successfully enter into a health science related career or into a graduate program;

Curriculum

HS 101: Introduction to Health Professions (2 credit hours) Course is replacing the existing course AT 102. AT 102 will be inactivated.

Introduction to health professions, education requirements, required certifications, accreditation, and employment opportunities.

HS 230: Foundations of Public Health (3 credit hours) This course is replacing the existing course EXHP 288. EXHP 288 will be inactivated.

This course provides an overview of key public health concepts, history, and how the core areas of public health help promote population health. Throughout the course there will be active learning through individual activities, discussions, and field experiences.

HS 235: Communication in Health Sciences (3 credit hours) New course.

Examination of the effects of the media—mass, social, and participatory—in promoting and impeding the achievement of public health goals. Students will develop the skills to design, implement and evaluate health campaigns.

HS 320: Evaluation of Public Health Issues (3 credit hours) This course is replacing the existing course EXHP 362. EXHP 362 will be inactivated.

This course provides a critical examination of the social determinants of health, current issues in the US health system, legal and ethical considerations in public health, and their impact on individuals and communities.

HS 330: Epidemiology and Disease Prevention (3 credit hours) This course is replacing the existing course EXHP 382. EXHP 382 will be inactivated.

Overview of principles of epidemiology and lifestyle-disease pathophysiology. Examines the use and broad application of epidemiologic concepts in public health to identify risk factors and resolve health issues in society.

HS 335: Public Health and the Environment (3 credit hours) New Course.

This course introduces major issues of environmental health science, examines what those issues are, what determines them, how they impact population health, and ways in which they can be altered to improve health.

HS 336: Community and Global Health (3 credit hours) This course is replacing the existing course EXHP 336. EXHP 336 will be inactivated.

An examination of the political, religious, social and economic influences on the continuum of local/global health and the role citizenship plays in advocating for the equitable distribution of health resources.

HS 430: Public Health Program Planning (3 credit hours) This course is replacing the existing class EXHP 485. EXHP 485 will be inactivated.

This course focuses on assessment and planning methods for public health. Activities include gathering health related data, conducting needs assessments and reviewing or developing evidenced based, city, county and state level program plans.

HS 435: Public Health Program Evaluation (3 credit hours) This course is replacing the existing class EXHP 487. EXHP 487 will be inactivated.

This class teaches the practical applications for the development of skills in public health program implementation and evaluation methods within a variety of settings including community, school/workplace and online.

HS 492: Research (1 to 6 credit hours) This course is equivalent to the existing course EXHP 492.

EXHP 492 is a Research Course consisting of a research project completed by a student under the direct supervision of a faculty member. The coursework involves activities including but not limited to: directed readings, literature review, implementation, data collection, data analysis, writing and/or any other related research work by the student in an area agreed upon by the supervising faculty member.

HS 494 Field Experience (1 to 6 credit hours) This course is equivalent to the existing class EXHP 494.

Supervised experiential learning activities to be conducted in the actual professional environment. Project and work experiences must represent the Health Science fields. The student must be supervised in the field by a site-supervisor who is a professional in the field with at least 5 years of experience. The site supervisor cannot be related to the student. (S/U grading) Up to 12 credit hours of fieldwork can be applied toward graduation.

HS 498 Internship (12 credit hours) This course is equivalent to the existing class EXHP 498. See attached degree plans for full details on the curriculum plan for the four emphasis areas.

7. Faculty resources

No additional faculty will be required in the first two years of the BS in HS. The initial tenure track faculty would consist of 2 FTE. If 30 students are retain/recruited in the first two years, the addition of 1 tenure-track assistant professor would increase the HS faculty from 2.0 to 3.0 FTE. This would allow the program to consider adding a Master of Public Health degree. If an additional 30 students are retained/recruited a .5 FTE professional advisor/support person would improve additional retention and recruitment.

Proposed FTE (addition of 1.0 FTE TT faculty member - shaded)

	Tenure Track Program Coord. (PhD) 1.0 FTE	Tenure Track Faculty Member (PhD) 1.0 FTE	Tenure- Track Faculty Member (PhD) 1.0 FTE	Advisor/ Support Pro (BS or MS) .5 FTE	Total
Credit Distribution	1.0 FTE	1.0 FTE	1.0 FTE		3 FTE
Academics	6/6	12/9	9/12		27/27
Program administration reassigned time	6/6	0/0	0/0		6/6
Research reassigned time	0/0	0/3	3/0		3/3
	12/12	12/12	12/12		36/36

* Option for 0/0 to 3/3 research reassigned time depending on research production.

8. Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing, public health and athletic training academic program. A listing of current resources is available upon request.

9. Facilities, equipment, and technology

On-campus facilities are adequate for course instruction and we have adequate lab/training facilities on campus. Facility, equipment and technology needs will increased with additional enrollment but the future costs are included in the budget and may be included in the new building project. We will need off-campus placements, but have many such arrangements already in place.

10. Budget

BS Health Science Budget	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Existing expenditures reallocated						
Foust, C. 1 FTE (rate + 27.7% fringe)	\$106,489.00	\$108,618.78	\$110,791.16	\$111,899.07	\$111,899.07	\$111,899.07
Kies, B. 1 FTE (rate + 27.7% fringe)	\$63,735.00	\$65,009.70	\$66,309.89	\$70,972.99	\$70,972.99	\$70,972.99
Total existing full-time faculty reassigned	\$170,224.00	\$173,628.48	\$177,101.05	\$182,872.06	\$182,872.06	\$182,872.06
Existing adjunct faculty reassigned	\$0.00	\$9,900.00	\$9,900.00	\$0.00	\$0.00	\$0.00
Existing staff reassigned	\$0.00	\$8,700.00	\$8,700.00	\$8,700.00	\$0.00	\$0.00
Existing operating costs	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00
Total existing expenses	\$173,474.00	\$195,478.48	\$198,951.05	\$194,822.06	\$186,122.06	\$186,122.06
Year 0 all courses and organizational structures will remain constant. Beginning year 1 two classes that are being taught by adjuncts will continue. Year 1 to 3 support staff is unknown at this time (will be decided by Dean and Provost).						
New expenses						
New FT faculty (rate + 27.71% fringe)	\$0.00	\$0.00	\$0.00	\$65,132.00	\$66,434.64	\$67,763.33
New staff (rate + fringe)	\$0.00	\$0.00	\$0.00	\$0.00	\$25,540.00	\$26,050.80
Faculty development	\$0.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Instructional Materials/Instruments	\$0.00	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Recruitment	\$0.00	\$3,000.00	\$3,000.00	\$2,500.00	\$2,000.00	\$1,000.00
Accreditation	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$4,000.00
Chair Stipend	\$0.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
Other operating expenses (itemize)						
TOTAL new expenses	\$0.00	\$13,000.00	\$15,500.00	\$84,132.00	\$106,974.64	\$111,814.13
Projected Student Enrollment						
New student enrollment BS in HS			35	35	40	40
New second year BS in HS				30	30	35
Net new CSU-Pueblo student enrollment	0	0	35	65	70	75
Projected Enrollment Revenue						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Projected new/increased SCH (students*30CH)	\$ -	\$ -	\$ 1,050.00	\$ 1,950.00	\$ 2,100.00	\$ 2,250.00
Tuition rate per cr hr	\$ -	\$ -	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Tuition Revenue	\$ -	\$ -	\$ 367,500.00	\$ 682,500.00	\$ 735,000.00	\$ 787,500.00
25% financial aid reduction	\$ -	\$ -	\$ 91,875.00	\$ 170,625.00	\$ 183,750.00	\$ 196,875.00
TOTAL ENROLLMENT REVENUE	\$ -	\$ -	\$ 275,625.00	\$ 511,875.00	\$ 551,250.00	\$ 590,625.00
NET PROGRAM NEW REVENUE	\$ -	\$(13,000.00)	\$ 260,125.00	\$ 427,743.00	\$ 444,275.36	\$ 478,810.87

A program fee of \$15 per credit hour could generate approximately \$11,000 based on a history of 750 credit hours per year.

REPORT ITEM:

Report: Sabbatical Requests Approved for AY 2019-2020

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The purpose of sabbatical leave is to enhance the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise.

The recommendations for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In every case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these sabbatical leaves.

Board of Governors of the Colorado State University System
Meeting Date – December 5, 2018
Report Item

Colorado State University
Sabbatical Leave Requests for AY 2019-2020

Requests were received for 70 Sabbatical Leaves to be taken during the academic year 2019-2020.

The College of Agricultural Sciences had two requests. One request is for fall semester only and one request is for spring semester only. Both of these will be conducted off campus.

The College of Business had five requests. One request is for fall semester and four requests are for spring semester. Three of these will be conducted off campus and two will be conducted both on and off campus.

The College of Engineering had nine requests. Two of these are for the fall semester only, three are for the spring semester only and four are for the full year. Six of these will be conducted off campus and three will be conducted both on and off campus.

The College of Health and Human Sciences had five requests. Two of these are for the spring semester only, one is for fall semester only, and two are for the full academic year. Three of these will be conducted off campus and two will be conducted both on and off campus.

The College of Liberal Arts had twenty-six requests. Eleven of these are for the fall semester only, eight are for spring semester only, and seven are for the full academic year. Sixteen of these will take place off campus and ten will have time spent both on and off campus.

The College of Natural Sciences had thirteen requests. Seven of these are for the full academic year, three are for fall semester only, and three are for spring semester only. Eleven will take place off campus and two will take place in part on campus and in part off campus.

Warner College of Natural Resources had five requests. Four of these are for the full academic year and one is for fall semester. Three of these will be spent off campus, one will be spent on campus, and one will have time spent both on and off campus.

The College of Veterinary Medicine and Biomedical Sciences had five requests. Three of these are for the fall semester, one is for the spring semester, and one is for the full academic year. Four of these will be spent off campus and one will be spent both on and off campus.

Board of Governors of the Colorado State University System
Meeting Date – December 5, 2018
Report Item

Sabbatical Leave Requests by College and Year

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CAS	4	7	4	2	1	3	2
CHHS	0	0	3	0	3	3	5
COB	3	5	11	6	1	3	5
COE	3	5	10	4	4	7	9
CLA	34	36	16	10	18	17	26
CNS	16	8	15	12	9	12	13
CVMBS	3	1	1	1	2	3	5
WCNR	4	5	3	9	6	4	5
Libraries	0	0	0	0	1	1	0
Total	67	67	63	44	45	53	70

Board of Governors of the Colorado State University System
 Meeting Date – December 5, 2018
 Report Item

The following sabbatical requests have been approved for the 2019 -2020 Academic Year:

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
<u>College of Agricultural Sciences</u>		
Khosla, Ray	Soil and Crop Sciences	Spring 2020
Perry, Greg	Agricultural & Resource Economics	Fall 2019
<u>College of Business</u>		
Cannon, Joseph	Marketing	Spring 2020
Lenk, Margarita	Accounting	Spring 2020
Mohr, Gina	Marketing	Fall 2019
Roberts, Nicholas	Computer Information Systems	Spring 2020
Shore, Lynn	Management	Spring 2020
<u>College of Engineering</u>		
Chavez, Jose	Civil and Environmental Engineering	Fall 2019
Denning, Scott	Atmospheric Science	AY 2019-2020
Fischer, Emily	Atmospheric Science	Spring 2020
Lear, Kevin	Electrical and Computer Engineering	AY 2019-2020
Maciejewski, Anthony	Electrical and Computer Engineering	Spring 2020
Notaros, Branislav	Electrical and Computer Engineering	Fall 2019
Pezeshki, Ali	Electrical and Computer Engineering	Spring 2020
Snow, Christopher	Chemical and Biological Engineering	AY 2019-2020
Volckens, John	Mechanical Engineering	AY 2019-2020
<u>College of Health and Human Sciences</u>		
Anderson, Sharon	School of Education	Spring 2020

Board of Governors of the Colorado State University System

Meeting Date – December 5, 2018

Report Item

<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Bielak, Alison	Human Development and Family Studies	AY 2019-2020
Clemons, Stephanie	Design and Merchandising	Fall 2019
Diehl, Manfred	Human Development and Family Studies	AY 2019-2020
Valdes Vasquez, Rodolfo	Construction Management	Spring 2020
<u>College of Liberal Arts</u>		
Anderson, Ashley	Journalism and Media Communication	Spring 2020
Aoki, Eric	Communication Studies	Fall 2019
Archie, Andre	Philosophy	Fall 2019
Bates, Haley	Art and Art History	Fall 2019
David, James	Music, Theatre, and Dance	Fall 2019
Didier, John	History	Fall 2019
Francois, Ronald	Music, Theatre, and Dance	Fall 2019
Gravdahl, John	Art and Art History	Fall 2019
Hutchins, Zachary	English	Spring 2020
Khrebtan-Horhager, Julia	Communication Studies	AY 2019-2020
LaBelle, Jason	Anthropology	Fall 2019
Levy, EJ	English	AY 2019-2020
Lundberg, Thomas	Art and Art History	Fall 2019
Malin, Stephanie	Sociology	AY 2019-2020
Marx, Nick	Communication Studies	Spring 2020
McIvor, David	Political Science	AY 2019-2020
Mumme, Stephen	Political Science	Spring 2020

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
Osborne, Erika	Art and Art History	Spring 2020
Pante, Michael	Anthropology	Spring 2020
Payne, Sarah	History	Fall 2019
Snodgrass, Jeffrey	Anthropology	AY 2019-2020
Stavis, Dimitris	Political Science	Spring 2020
Thomas, Deborah	English	AY 2019-2020
Tropman, Elizabeth	Philosophy	Fall 2019
Valerio-Holguin, Fernando	Languages, Literatures, and Cultures	AY 2019-2020
Van Buren, Mary	Anthropology	Spring 2020
<u>College of Natural Sciences</u>		
Byrne, Zinta	Psychology	AY 2019-2020
Cheney, Margaret	Mathematics	AY 2019-2020
Cleary, Anne	Psychology	Fall 2019
Hoeting, Jennifer	Statistics	AY 2019-2020
Kirby, Michael	Mathematics	Spring 2020
Krummel, Amber	Chemistry	Fall 2019
Laybourn, Paul	Biochemistry and Molecular Biology	Spring 2020
Liu, Jiangguo (James)	Mathematics	Fall 2019
Peers, Graham	Biology	AY 2019-2020
Peersen, Olve	Biochemistry and Molecular Biology	AY 2019-2020
Poff, N. LeRoy	Biology	AY 2019-2020

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<u>Name</u>	<u>Department</u>	<u>Proposed Leave Dates</u>
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Sloan, Daniel	Biology	Spring 2020
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Whitley, L. Darrell	Computer Science	AY 2019-2020
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Warner College of Natural Resources

Bruyere, Brett	Human Dimensions of Natural Resources	AY 2019-2020
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Hoffman, Chad	Forest and Rangeland Stewardship	AY 2019-2020
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Reid, Robin	Ecosystem Science and Sustainability	AY 2019-2020
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Ridley, John	Geosciences	Fall 2019
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Vaske, Jerry	Human Dimensions of Natural Resources	AY 2019-2020
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College of Veterinary Medicine and Biomedical Sciences

Dean, Gregg	Microbiology, Immunology and Pathology	Fall 2019
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Han, Sushan	Microbiology, Immunology and Pathology	Fall 2019
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Ryan, Elizabeth	Environmental and Radiological Health Sciences	AY 2019-2020
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Tsunoda, Susan	Biomedical Sciences	Fall 2019
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VandeWoude, Susan	Microbiology, Immunology and Pathology	Spring 2020
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REPORT ITEM:

Report on CSU-Pueblo approved sabbatical leaves for 2019-2020. Report Item. No action necessary.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs. This report provides the names and term for sabbatical requests for the 2019-2020 academic year.

REPORT ON SABBATICAL LEAVES FOR AY2019-2020

Per section 2.11.2 (Sabbatical Leaves) of the Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.” 2.11.2.2.i states in part that “Sabbatical leaves will be granted on the merits of the faculty member's application, the availability of funds, and institutional priorities... Faculty members must demonstrate in writing, as part of their application, a well structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty member's professional growth, increase the overall level of knowledge in the leave holder's area of expertise, and enhance the institution's reputation, and the students' educational experience.” The following individuals submitted proposals that were reviewed and approved at the department, and college/school levels. Final approvals/denials will be granted by President Mottet:

Dr. D. Madison Furrh, Associate Professor of English	AY 2019-2020
Dr. Judy Gaughan, Associate Professor of History	AY 2019-2020
Dr. Steve Liebel, Associate Professor of Political Science	Spring 2020
Dr. Yoanna Long, Associate Professor of CIS	AY 2019-2020
Dr. Yvonne Montoya, Associate Professor of English	Spring 2020

In addition to the above sabbatical leaves, one faculty have requested Educational Leave, i.e. enhancement leave without pay:

Dr. Igor Melnykov, Associate Professor of Mathematics	AY 2019-2020
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REPORT ITEM:

Report Item: Program Review Summary

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University, as per the *Academic Faculty and Administrative Professional Manual* (section C.2.4.2.2.d) and in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor), conducts periodic quality reviews of our academic degree/certificate programs. The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operation efficiency and effectiveness of the program in order to maintain and improve productivity.

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Anthropology Program Review Executive Summary

The mission of the Department of Anthropology is to: 1) offer and maintain instructional programs that provide an understanding of human cultural and biological variation, in the past and present, 2) conduct research in our programmatic areas of human-environment interactions, globalization and development, and health and well-being in order to advance the fields of anthropology and geography; 3) actively participate in programs of interdisciplinary research.

The department delivers the following degrees/certificates

Anthropology - B.A.

Anthropology - M.A. (plan A and B)

Beginning in fall 2018, two additional degrees will start

Geography – B.S.

Anthropology – Ph.D.

Overview:

Strong evaluations of the current and former chairs support the characterization of the departmental climate as positive, one which supports faculty research, student engagement, and shared departmental stewardship. TTF teach a 2/2 load while NTTF teach a 3/2 load. Additional faculty will need to be hired to grow the new Ph.D. program. The department contributes to the AUCC in categories 3 and 4. Faculty salaries within the department have been identified for further review in comparison to similar departments. This analysis will occur in FY19. Student credit hour production has declined slightly since the last review.

Teaching and Learning:

The student learning outcomes for each major are defined and are similar to those of the American Association of Anthropology. The department plans to work with TILT to strengthen its assessment plan and process. Currently, most program-level assessment is completed in the capstone course and through exit surveys at graduation. High impact practices are integrated throughout the programs and courses (mentored faculty research, international education, writing across the curriculum, collaborative projects, and field experience). The department has been successful in reducing the unsuccessful course completion rate without sacrificing rigor and utilizes an Academic Success Coordinator to proactively support students in addition to providing faculty mentoring. Attracting and retaining diverse students at the same level as other students is a priority for the department.

Graduation rates exceed those of the institution overall. Graduates report securing employment in education, health and the sciences. First destination salaries range depending on the field but

the average salary five years after graduation is about \$40,000. Many graduates pursue graduate degrees. Student satisfaction with the degrees is high both for graduate and undergraduates.

Engaged Research and Creative Artistry:

The department, despite its small size, is the third largest generator of F & A returns in the college. However, much of its research does not allow for overhead. Anthropology faculty are uniformly and consistently productive averaging 3 articles per FTE annually. Of note is the extent of cross-disciplinary collaborations. Multiple awards have been bestowed on the faculty since the last review including one for an NSF distinguished lecture. Students, both graduate and undergraduate, have opportunities to participate in research in field schools, laboratories and other mentored experiences. The department plans to diversify the field school and rotate it between two locations. Additionally, institutional funds have been secured and donor funding is being pursued to create a Center for Archaeology and Remote Sensing. A 3D imaging laboratory is also in planning stages as a joint project with the History Department.

Diversity and Inclusion:

The content taught, pedagogical approaches and research areas of interest in the department represent diversity in many important ways. However, those strengths should be leveraged to a higher degree to address issues related to student attainment gaps and the recruitment/retention of diverse students and faculty. Toward this end, faculty discussed strategies for improving communication about the activities of the department, targeted advertising of its programs and the possibility of partnering with other departments on campus. The department is aware of gender bias in service and has taken efforts to guard against female faculty taking on the burden. Especially with the faculty hires for the geography degree, this should be an area of focus to ensure equitable distribution.

Engagement and Outreach:

Most of the funding agencies that support the research of this department require that the proposal address how the data collected will be shared with other scholars and disseminated to the general public. For example, if biological data is collected from living subjects an overall health screen may be provided. Faculty advocate for local groups impacted by national disaster (ex: hurricane Katrina) or engage communities in the interpretations of local histories with human skeletal material or fossils. Every faculty member, including NTT, participates in outreach efforts every year.

Plans for Improvement:

- Faculty will work with TILT to strengthen the assessment of student learning. This will include a curricular mapping to each program-level learning outcome
- Diversity and inclusivity will continue to be prioritized for faculty, staff and students
- Faculty salaries will be reviewed in collaboration with the Provost's Office

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- Two new degree programs will begin in fall 2018. Faculty will need to be hired to make them as successful as possible.

Economics

Program Review Executive Summary

The goal of the Department of Economics is to build a learning community that supports the intellectual development and professional aspirations of both students and faculty. Our undergraduate and graduate programs offer courses that cover an unusually wide range of economic thought, including neoclassical economics, Keynesian economics, institutional economics, Marxian economics and feminist economics. We want our students to become critical thinkers who understand the debates about economic methodology and policy as well as the techniques of economic analysis.

The department delivers the following degrees/certificates

Economics - B.A.

Economics - M.A. (plan A and plan B)

Economics – Ph.D.

Overview:

Both the Department's undergraduate and graduate programs reflect particular strengths in regional economics, environmental economics, and political economy, and the Department also offers fields in development, international and public economics. In the most recent quantitative ranking of Regional Economics programs, CSU ranks 22nd of 100 programs assessed in terms Impact-Factor weighted publications in the 10 Core Regional Economics Journals. The Department ranks 36th out of 2,585 institutions for the field of environmental economics internationally, and in the most recent quantitative (productivity-based) ranking of PhD-granting political economy programs, CSU finished 4th of the 27 programs assessed. Deepening the Department's expertise or introducing new areas at this time is limited by faculty lines/resources available to the Department. The Department just hired in the area of Macroeconomics as a replacement hire for a faculty member who had supported one of the primary core areas of our PhD program but who recently left the Department. The Department has three strategic hire requests for future searches (Behavioral Microeconomics, Big Data Econometrics and Economic History) to advance the research and pedagogical aims of the program.

Since 2008, CSU and the Foreign Trade University (FTU) in Hanoi have been in partnership to operate the CSU – FTU Vietnam Economics Curriculum Project. To date, the program has involved dozens of CSU faculty members teaching scores of CSU economics and business course sections at FTU; numerous FTU lecturers visiting CSU for curriculum training; nearly 100 FTU students transferring to CSU to complete their undergraduate degrees in a 3+1 plan; a trial program sending CSU students to FTU for Study Abroad; and several valuable spin-off activities. However, the program is not as robust a pipeline for transfer students into CSU as it was originally intended to be.

Teaching and Learning:

In AY18, the percentage of undergraduate student credit hours taught by tenure-track faculty decreased to 22% with 59% of the credits being taught by non-tenure track faculty and 19% being taught by graduate assistants while 89% of the graduate student credit hours were taught by tenure-track faculty.

Graduating seniors sit for departmental exams in microeconomics and macroeconomics in the Senior Seminar course to assess student learning. Each exam consists of twenty multiple choice questions prepared by faculty committees. The percentage of correct answers is used to rate the student's understanding of microeconomics and macroeconomics. As yet, the levels of student learning do not meet the goals set by the faculty. The Department will review the memorandums of understanding that outline the concepts that should be taught in all sections of the principles and intermediate microeconomic and macroeconomic courses. Seniors also respond to an exit survey to rate program effectiveness on a 5-point scale, based on how strongly they agree or disagree with the statements related to the learning outcomes in addition to other aspects of the curriculum and Department. The Department continues to monitor quality equivalency between on-campus and online sections.

The graduate programs require qualifying examinations and the overall pass rates are used to assess student learning. It is recommended that the examinations be graded with a rubric to allow for a more sensitive assessment of each learning outcome.

Engaged Research and Creative Artistry:

Over the last five years, faculty and their graduate students have continued the Department's long tradition of both breadth and depth of scholarship, oriented particularly towards applied work that addresses pressing socioeconomic issues of our time. The unifying theme across this range of inquiry is the application of cutting-edge methodologies and perspectives, from the most sophisticated statistical techniques to oft-neglected institutional approaches, to understand and help illuminate both the challenges and opportunities for individuals, communities, businesses, and the ever-widening range of governmental and non-governmental organizations. For example, research on the environment and public health, a recognized priority and strength of the Department, demonstrates precisely that range of insight, from a key role in informing the Flint water contamination struggles to better incorporating global environmental capital into historically-narrow economic growth accounting. Cross-disciplinary research has long been a feature of the Department's scholarly portfolio, perhaps best exemplified recently by the collaborative natural disaster resiliency research with engineers. CSU faculty inquiries have also been prescient on several emerging topical fronts, from the economics of gender and nonmarket work to the rural/urban divide. Many of the resulting publications have appeared in top-tier academic journals and played a role in both national and international policy debates, underscoring the Department's commitment to both quantity and quality of research.

Diversity and Inclusion:

The Department actively tries to recruit persons from under-represented populations in its hiring processes. This is reflected in the Department's job advertisements and its efforts to ensure that these advertisements (for tenure-track faculty in particular) are disseminated widely, including through professional organizations that specialize in networking among groups under-represented in the profession. Faculty are also actively engaged in these associations, including the International Association for Feminist Economics and the American Society for Hispanic Economists.

Engagement and Outreach:

The Department focuses on real-world problems and possible solutions, with a keen interest in having work be impactful across the discipline, state, and planet. Faculty take pride and feel responsibility for being an Economics Department in a liberal arts college for a diverse land-grant institution. In that vein, engagement and outreach spans from the very local to the global. Reflecting that range, one faculty member has just returned from a 3-year appointment advising the United Nations Conference on Trade and Development on the global economy, while others have started a new research institute, the Regional Economic Development Institute, that considers the most local of economic challenges and opportunities in the most marginalized rural and urban communities of Colorado. Faculty are consistently cited in media pieces, asked to provide economic analysis to communities both local and global, and looked to for leadership across the wider discipline.

Plans for Improvement:

- Improve student data literacy within existing courses and through a new course focused on data collection and analysis.
- Increase the involvement of tenure-track faculty in teaching undergraduate student credit hours.
- Further integrate inclusivity in the curriculum by exploring diversity and inequality in economic topics and analysis. The quality of the Department and its contributions, as well as the undergraduate experience, will be strengthened if a broader diversity of people are engaged.
- Pilot a new approach to the Department's undergraduate principles courses with the intention of making them more accessible (and the economics discipline more attractive) to a broader base of diverse students.

History

Program Review Executive Summary

The mission of the History Department is to provide a comprehensive curriculum in the discipline of History that will meet the needs of a strong liberal arts undergraduate program and of a first-rate graduate program. Typically about a third of its undergraduate majors will pursue careers as history and social studies teachers in middle schools and high schools. The Department also produces a significant amount of service credits (credits for non-majors) as it delivers almost all of the courses that meet the AUCC-3D Historical Perspectives requirement of the general education curriculum. Additionally, the Department heavily supports the International Studies major and has a reputation for its public history activities.

The Department delivers the following degrees/certificates:

History - B.A.

History - M.A.

Overview:

Currently, the Department is home to 15 full-time tenure-track faculty, including the department chair, and 13 non-tenure track faculty, all with PhDs. Non-tenure track faculty teach a substantial percentage of the undergraduate courses, while tenure-track faculty teach the majority of graduate classes.

The greatest challenge facing the Department is the decline in majors, from 414 in FY 2012 to 253 in FY 2016, a 40% drop. The Department has worked to arrest this decline, such as creating the position of Outreach Coordinator, establishing the HIST 201 seminar, incorporating more Digital History into courses, and hiring a tenure-track faculty member to oversee the Social Studies Teaching concentration. More work remains to be done but recent enrollment numbers indicate the decline in majors might be leveling off.

Teaching and Learning:

The discipline of History, like many others, is being transformed by digital technologies that allow scholars and students to conduct research using digital tools and to share the results of their research in new ways. Students who acquire these digital skills will increase their career options since these skills are transferable to many areas of employment. Increasing the digital history component of the curriculum is intended to both keep the curriculum up-to-date with the historical discipline and maximize students' preparation for the job market.

Assessment of undergraduate student learning is ongoing in the Department. However, the graduate learning outcomes need to be better defined and assessed.

There is significant effort underway to integrate high impact practices (internships, undergraduate research, collaborative studies, and writing intensive assignments) more systematically into the curriculum.

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Graduates are employed in private industries, schools (junior and high schools and universities), NGOs, and the U.S. military, and they have pursued advanced degrees in law, history, medicine, and other fields with an average salary of \$40,000 for history teachers and \$22,000 for other history majors.

Engaged Research and Creative Artistry:

In the six years since the last program review, faculty in the Department of History have published numerous peer-reviewed traditional publications: six books, one co-edited anthology, one co-edited book, twenty-two book chapters, twenty-eight journal articles, and one translated monograph. This is reflective of their active involvement in various scholarly organizations and communities, as in the same period of time History faculty have shared their research in 141 conference papers or roundtable presentations, and have given forty-seven invited lectures or keynote addresses. The faculty have won more than \$23,000 of internal grant money and an impressive \$351,500 from granting agencies outside of CSU. Notable organizations such as the National Endowment for the Humanities, the Huntington Library, the American Council of Learned Societies, the Deutscher Akademischer Austauschdienst, and Humboldt University in Berlin have awarded some of these grants. Faculty involved with the Public Lands History Center have been awarded \$1,344,310.00 in grants from the National Park Service and the Colorado Water Commission Board to fund research that has provided paid internships and real-world experience for dozens of graduate student collaborators. Faculty have completed four peer-reviewed monographs based on this research for the National Park Service and other federal agencies.

Diversity and Inclusion:

The History faculty at CSU is more diverse with respect to gender than the historical profession as a whole and slightly less diverse with respect to race. The department is now a female majority department. This is due in part because four of the six hires since the last program review were women, while at the same time the Department lost six tenured male professors since 2011, two of whom were men of color. The Department would like to increase its diversity in both the faculty and the student population.

Engagement and Outreach:

The Department's focus on public history allows for significant engagement and outreach including documentaries, radio shows, TV broadcasts, and speaking engagements. Other activities include ArcGIS Story Maps, historical tours, and museum partnerships.

Plans for Improvement:

- Strengthen the assessment of student learning

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- Faculty will continue to work to create a climate of respect within the Department so that all voices can be heard. It might be helpful to use a facilitator to guide conversations in a productive and respectful manner.
- Faculty salaries will be reviewed in collaboration with the Provost's Office
- Launch an online History minor in fall 2018
- Hire tenure-track faculty with expertise in digital history
- Create a hiring plan to attract more diverse faculty

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Journalism and Media Communication Program Review Executive Summary

The Department of Journalism and Media Communication focuses on journalistic and other uses and effects of mass and specialized media.

The Department delivers the following degrees/certificates:

Journalism and Media Communication – B.A.

Public Communication and Technology - M.S.

Master of Communications and Media Management – M.C.M.M.

Public Communication and Technology – Ph.D.

Overview:

The undergraduate degree program was re-accredited unanimously in May of 2017 by a 23-member academic and professional council. The graduate programs are not eligible for national accreditation.

Teaching and Learning:

Journalism, media, and communication professions continue to experience revolutionary change. The Department converged curriculum to require a 19-credit focus area of writing, production and concept courses. Elective choices expanded as roughly 30 new courses and workshops were introduced between 2011 and 2017. Students are advised to complete courses according to career preferences and are mentored to help determine those preferences, with mentoring improvement efforts ongoing.

The assessment of student learning for undergraduate and graduate outcomes is robust.

High impact practices are key to the mission of the JMC program. Faculty members require students to seek information through assignments that include personal inquiries with individuals, government, and community organizations, resulting in narrative storytelling to document, synthesize, and share these experiences. Classes regularly work with other on-campus programs, non-profit organizations, for-profit companies, and individuals to develop real-world skills while contributing to these entities' various communication-related missions and goals. This includes traditional information gathering and reporting, development of communication campaigns, contributions to publications, production of documentaries, live video programs and podcasts of music, theater, dance, athletic, and academic events, and more. Additionally, students are encouraged to seek experience in Student Media, are required to complete an internship or practicum experience, and present a polished portfolio of work examples in capstone reviews with professional communicators.

Graduates secure employment related to journalism, public relations, advertising, marketing, technical communication, television and audio production, and social media. In a 2015 survey of graduates from the previous five years, with 275 respondents, 92% of graduates obtained

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positions that directly utilized their degree-related skills. Entry-level salary typically ranges from \$25,000-\$45,000. More than 80% of graduates continued in communication-related careers, and roughly the same percentage report being very satisfied or somewhat satisfied with their work.

Engaged Research and Creative Artistry:

Scholarship is represented primarily in journal articles, refereed conference presentations, papers and panels, books, chapters, encyclopedia entries, media productions, proceedings, and trade publications. Individual faculty focus on areas of expertise and publish in appropriate venues. Contributions are created individually and in teams both without funding support, and with funding from government agencies. Ten faculty members received 35 major extramural awards and grants. Faculty also received 16 awards from a variety of additional campus and external sources, mostly smaller awards funded through a variety of direct funding mechanisms and not managed through the Office of Sponsored Programs.

Diversity and Inclusion:

The Department has struggled with this issue in the past, but the most recent accreditation cycle showed much improvement. The Department makes diversity a priority. Determined recruitment efforts significantly increased the number of diverse faculty since 2010. Five new assistant professors joined the faculty. Four are women and two are diverse. Another search failed when a diverse candidate took a job near her home on the East Coast. The Department also hired two diverse full-time instructors. A third full-time diverse instructor/broadcast adviser worked as JMC instructor, studio overseer, and student media adviser. The Department hired two diverse halftime instructors, and employed diverse graduate students as instructors of record.

Engagement and Outreach:

JMC faculty and students' unique contributions to engagement and outreach result from constant gathering of information and turning that information into journalistic storytelling in a variety of styles and on a number of delivery platforms. This includes traditional reporting efforts, in which students reach broadly into the community and synthesize information into journalistic storytelling. Additionally, traditional scholarship is presented locally, statewide, nationally, and internationally at academic and professional conferences. Faculty also regularly seek opportunities to engage organizations in projects that will improve the organization's efforts while providing real-world engagement for faculty and students. This outreach is widely represented in our high impact practices section (see attached document). Professional organizational outreach includes sponsorship of events tied to recruiting and professional development, including widespread participation in, and sponsorship of High School Journalism Day, which brings 1,500 Colorado high school students and advisers to campus each fall; sponsorship of career day at the annual Colorado Press Association conference; sponsorship and participation in events for the national Journalism Education Association, where up to 4,000 high school students and advisers convene every spring and fall; sponsorship of off-campus and on-campus events in partnership with the Society of Professional Journalists; engagement with the

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Public Relations Society of America through the on-campus chapter; and broad inclusion of professionals (and particularly alumni) who guest speak, host company visits, review portfolios, seek and employ interns.

Plans for Improvement:

With so much change in media, continual adjustments and improvements are necessary.

- Examine and update the curriculum including course content, pedagogy, structure, curricular themes, and scheduling.
- Improve the faculty mentoring program so that it can be an effective tool for information distribution but also personal connections. Participation will become a requirement for all faculty and students.
- Initiate more thorough reporting methods for engaged scholarship, teaching, and service.
- Continue to focus on departmental diversity and inclusion. An experimental program will be launched to bring students from Alliance high schools to campus for the annual Journalism Day in October. This program annually brings 1,500 advisers and students to campus. It is the result of a JMC partnership with the Colorado Student Media Association, an organization of high school advisers and students from across Colorado.

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Political Science Program Review Executive Summary

The Department of Political Science at Colorado State University provides quality undergraduate and graduate educational programs to enhance students' knowledge about government, politics and public affairs. Our curriculum covers the breadth of the Political Science discipline including American politics, comparative politics, international relations, political theory, and public policy and administration with an additional and unique specialization in environmental politics and policy. Our students develop strong critical thinking and analytical skills and learn to effectively communicate complex ideas. Our faculty and graduate students conduct research to advance knowledge about government and politics and to identify solutions to societal problems in the United States and around the world.

Degree/Certificate Programs:

Political Science - B.A.

Political Science - M.A. (plan A and plan B)

Political Science - Ph.D.

Overview:

The Department is organized as a single disciplinary unit with the College of Liberal Arts. It currently houses a newly established Straayer Center for Public Service Leadership to serve student interests as well as several interdisciplinary programs including a graduate level interdisciplinary certificate program in Political Economy Studies and undergraduate minors in Environmental Affairs, Latin American and Caribbean Studies, and Political Communication.

Current subfields offered within the political science department include American politics, comparative politics, international relations, political theory, and public policy and administration. In addition, this department offers an additional and unique specialization in environmental politics and policy.

Teaching and Learning:

The typical teaching load for a tenure seeking or a tenured faculty member is two, 3-credit courses per semester in a given academic year. The number of student credit hours produced during the 2016-17 academic year was 13,192. There are currently 17 tenured and tenure-track faculty members, 6 non-tenure track faculty members, one courtesy appointment, and 5 staff members in the department. In the 2016-2017 academic year, 61% of student credit hours were taught by tenure-track faculty.

Student learning outcomes are defined for the undergraduate and graduate programs. However, the two graduate programs have identical outcomes that do not differentiate the degrees from one another. The department will need to address. Additionally, sustainable assessment processes need to be developed to understand if outcomes are being met. Assistance is available through TILT for this as necessary.

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Faculty members in Political Science utilize High Impact Practices throughout the curriculum. Students in the major take small, intensive capstone courses in POLS 492. Students also have a multitude of internship opportunities in local, state, and federal government. Notably, the Department's Legislative Internship stands as a hallmark of the undergraduate experience in Political Science. In operation for decades, the internship served as a formative experience for many successful graduates now working politics and private industry, including current U.S. Senator Cory Gardner. The Department's new Straayer Center for Public Service Leadership capitalizes on these strengths and will provide even greater opportunities in the future. Students regularly work on collaborative assignments and projects in upper-division Political Science courses and these projects are frequently connected to directly to ongoing issues in the community through partnerships with the City of Fort Collins, for example. During the program review period, one faculty member developed a study abroad course to Turkey that had to be cancelled due to political and security concerns.

Employers of POLS graduates are varied, as is typical in the liberal arts. Graduates secured jobs in private industry (HP, Goldman Sachs, and many others), the public sector (Greeley Police, Larimer County, Larimer County Parole, and others), the political sector (Colorado Democratic Party and others) and the educational sector (Denver Public Schools and others). The average wage is around \$40,000 and about a quarter of graduates pursue a graduate degree.

Engaged Research and Creative Artistry:

Faculty have published 139 peer reviewed publications between 2012 and 2017, with 133 being articles/book chapters and 6 being books. Overall, the outlets for peer reviewed publications are consistent with and relevant to the subfield concentration and research foci of each faculty member, and reflect the diverse publication outlets that currently exist in the discipline and which reflect particular research foci. Of the 6 current non-tenure track faculty, 4 have actively published peer reviewed publications during this period for a total of 12 publications, 11 articles/book chapters and 1 book.

Faculty are engaged in cross-disciplinary programs and units like the School of Global Environmental Sustainability (SoGES), CSU's One Health Institute, Partnership for Air Quality, Climate, & Health (PACH), the Institute for Research in the Social Sciences (IRISS), and the Center for Public Deliberation. They also collaborate with other universities and with external units like city governments and international governmental and non-governmental organizations.

Diversity and Inclusion:

During our recent 2017 departmental planning process, the department specifically identified "diversity" as one of its core values, defining it as "the commitment to create and support a diverse and inclusive environment appreciating and valuing the uniqueness of the individual" Moreover, the current Undergraduate Coordinator is beginning to organize a more concerted effort to recruit and support diverse undergraduate students to the program. The department has been more active in recruiting and supporting diverse students in the graduate program. In the last two years, the Graduate Coordinator has actively participated in the Minority Student

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Recruitment Program associated with APSA, thanks to a grant from the CSU Graduate School to do targeted recruitment for underrepresented student groups

Engagement and Outreach:

Political science faculty are increasingly involved with research programs and educational activities within the School of Global Environmental Sustainability as Research Fellows or as participants in Research Teams for topics such as environmental justice or water resource management, among others. A related area of collaboration is the pursuit of interdisciplinary research aimed at solving policy problems within the Partnership for Air Quality, Climate, and Health. This partnership has recently addressed important issues such as shedding light on the impacts of western wildfire smoke or the health related impacts of oil and gas production in close proximity to residential areas in Colorado.

Departmental expertise in matters pertaining to politics can also be found in activities linked to associations linked to political science or subfields like international relations and public administration. Faculty members serve on editorial boards, participate on association committees and advisory boards and review journal or book manuscripts submitted for publication. Other activities include sharing information with a larger audience including community groups or the public writ large. Sometimes this occurs when journalists attend professional conferences to hear about research dealing with political controversies or public policy issues that will be reported in media outlets. In addition, the departmental faculty members have become more visible on campus and within the community by holding public sessions to showcase faculty expertise on topics such as the policy implications of recent elections or the U.S. decision to withdraw from the Paris Accords on Climate Change. In addition, media sources will seek out departmental faculty members with expertise on particular issues for commentary on trends or an evaluation of events. This is particularly evident during or after federal, state or local elections in the U.S. but also after events, decisions, or elections in other countries such as social unrest in the Middle East or efforts by political actors in Russia to influence electoral outcomes in Europe and the U.S.

Political science faculty members have also engaged more directly with external groups and communities within northern Colorado to aid in the process of solving public problems while expanding educational and employment opportunities for our students. The department has become especially active over the past few years in developing and expanding internships for undergraduates and graduate students. CSU continues to support a longstanding internship program with the Colorado legislature which pairs upper division political science students with legislators to provide assistance with policy research and constituency service. Unpublished surveys of state legislators reveal that student contributions to legislative activities are valued highly.

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Plans for Improvement:

- Creation of a Master's in Public Service Administration degree program
- More clearly define student learning outcomes that differentiate each degree program and develop sustainable assessment plans for each
- Systematize the process by which undergraduate and graduate students become involved in faculty research. Collaboration is currently frequent, but ad hoc and decentralized. Students may not be aware of or be able to fully take advantage of opportunities. A similar centralization of student mentorship opportunities may also prove desirable
- Faculty routinely seek out and win external funding, but these efforts are ad hoc and decentralized. The Department could create a clearinghouse of grant opportunities, direct faculty to grant writing support available at the College level, and start a grant writing group to support faculty efforts.

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Sociology

Program Review Executive Summary

The Department of Sociology supports CSU's land-grant mission in its interrelated areas of teaching/learning, research/scholarship, and service/outreach/engagement. The Department is dedicated to advancing sociology as a scientific discipline and profession serving Colorado State University and the people of Colorado, the United States and internationally. We encourage collaboration with other departments and disciplines both within and outside the Department and the College of Liberal Arts. The Department also supports the University and College's emphasis on excellence in international education.

The department delivers the following degrees/certificates:

Sociology - B.A.

Sociology - M.A. (plan A and plan B)

Sociology - Ph.D.

Overview:

The Sociology Department aims to build on its current strengths while adapting to changes in its discipline. TT faculty members have a workload of 50% Teaching/35% Research/15% Service-Outreach-Engagement. NTT faculty members' workloads vary from 1 to 3 RI courses per semester. Additional faculty will need to be hired to replace retired faculty members. The hiring process will focus on diversity as its cornerstone. The department contributes to the AUCC in categories 3 and 4. Faculty salaries within the department have been identified for further review in comparison to similar departments. This analysis will occur in FY19. Student credit hour production has declined slightly since the last review.

Teaching and Learning:

Sociology has experienced a modest decline in majors and credit hour production during the study period, though not as severe as the College as a whole. The department identified four priority future faculty positions to respond to disciplinary demand. Of those, Racial & Ethnic Relations and International Development & Globalization will be filled for 2018-2019. Two additional future faculty position requests were identified: a Criminologist to respond to ongoing demand for our most popular undergraduate track in Criminology/Criminal Justice and a Sociologist of Organizations/Organizational Research Methodology to address an important Departmental gap in theory and methods.

Non-tenure track faculty (NTT) are key to Sociology's ability to meet its undergraduate educational mission. Sociology's NTT instructors currently teach about 70% of the Department's credit hours. Significantly and unlike many other CSU departments, about half of Sociology's NTT instructors are Advanced Graduate Student Instructors. Stand-alone teaching provides these graduate students with financial support crucial to timely completion of their degrees and enhances their job market competitiveness.

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Student learning outcomes for undergraduates and graduates need to be further defined and sustainable assessment plans developed. The department will seek support from TILT for this as necessary. The Department integrates High-Impact Practices across the curriculum. Nearly 90% of undergraduate majors participate in internships and/or experiential and community-based learning opportunities. Additionally, many complete undergraduate research experiences and work collaboratively on assignments and projects.

The typical graduate earns a salary between \$26,000 and \$37,000. More than a quarter of graduates go on to graduate school.

Engaged Research and Creative Artistry:

Over the last five years, faculty within the department have published a number of scholarly works including 3 books, 5 textbooks, 116 refereed journal articles, and 29 peer reviewed book chapters. Articles published by the department appeared in some of the foremost journals in Sociology as well as key sub-fields and multidisciplinary areas. The average publication rate per faculty member was 1.8 annually. The department participates in the Institute for Research in the Social Sciences (IRISS) and faculty provide significant support to a number of high visibility interdisciplinary research initiatives at CSU including the Clean Energy Supercluster, the School of Global Environmental Sustainability (SOGES), the Colorado Water Institute, the Center for Energy and Behavior, the Colorado University Water Center, the One Health Institute etc.

The Department has been successful in bolstering faculty and student research and scholarship through the synergistic activities of three University Centers: the Center for Fair & Alternative Trade established in 2006 (cfat.colostate.edu) and the Center for Disaster and Risk Analysis established in 2010 and operated through 2016 after which its director left CSU, as well as the Center for the Study of Crime & Justice established in 2008 (cscj.colostate.edu).

Diversity and Inclusion:

Diversity and equity are very important to the Department. The undergraduate major population is among the most diverse in the College and in the University. Significant progress in increasing diversity and equity among our faculty has also been made in recent years. Yet more needs to be done. Toward that end, Sociology's Executive Committee built on the University's recent Gender & Racial Equity report to initiate an extended internal reflection on gender and equity. An experienced facilitator with CSU's Vice President for Diversity Office met with the Executive Committee and agreed to provide in Spring 2018 a three-part series of discussions related to Gender, Diversity and Workplace Climate with all Department members.

Engagement and Outreach:

The majority of faculty in the Department of Sociology have conducted research with strong elements of engaged scholarship that focuses on finding solutions to complex, 'wicked' problems in society. Engaged scholarship activities include: 1) disseminating and translating research to the broader public in an accessible fashion – including through extensive and varied

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media engagement; 2) conducting research that aims to answer applied policy questions and then translate results directly for the public; and 3) hosting, engaging with, and collaborating across various interdisciplinary schools and centers housed at CSU. Media engagements, journalism, and public lectures are three prominent ways in which Sociology faculty have made their research accessible and useful. This includes writing in reputable media outlets such as The Conversation, Salon, Popular Science, The Smithsonian Magazine, and The Guardian; giving invited TEDxCSU talks, media interviews, and other public presentations; and delivering invited talks at public venues such as national universities, community high schools, and public spaces such as local libraries, community centers, and eateries.

Plans for Improvement:

- Systematically address the modest decline in Sociology majors and credit hours
- Create more sustainable and meaningful assessments of student learning
- Better leverage faculty expertise in the graduate programs
- Continue to strengthen department support for faculty research/creativity, including seeking new internal and external support for research.
- As part of our commitment to engaged research, support the development of the new Sociology/Political Science-led Institute for Research in the Social Sciences based within the College of Liberal Arts
- Seek to increase the diversity of our faculty, including racial and ethnic and gender diversity, and provide a supportive environment conducive to success for all Department members, including tenure and non-tenure track faculty, students and staff.

REPORT ITEM:

Report on CSU-Pueblo program reviews completed in AY2017-2018. Report Item. No action necessary

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

This report consists of the outcome of our program review process in AY2017-2018.

REPORT ON PROGRAM REVIEWS COMPLETED IN AY2017-2018

As outlined in 1.2.6.2 of the Faculty Handbook, the duties of the Curriculum and Academic Programs (CAP) Board include being responsible for review of existing academic programs. From the “Guideline for Academic Program Self-study” maintained by the CAP Board:

“The primary purpose of systematic self-study is to maintain and support academic departments: teaching and learning; research, professional, and creative activity; and university service, community service, and outreach. It’s a vehicle by which departments can better understand if and how well programs are achieving their purpose and if not, what courses of action to take to make them more successful. The program review process... represents a shift away from input-based evidence to a learning centered, outcomes-based approach to on-going improvement and planning. It is a conceptual and practical change in emphasis from conducting a program review to a useful meaningful inquiry into the program’s purpose and its effectiveness in achieving that purpose. The results of the program review should be integrated into the department and campus process of planning and budgeting. It also represents a shift from an episodic snapshot of the program’s effectiveness to a more relevant and useful on-going, continuous plan of action the department can use for renewal and improvement. The conclusions drawn from the program review are to be informed by evidence; that is, all claims about a program’s strengths, weaknesses, and proposed improvements are to be supported by relevant, valid qualitative and quantitative evidence.”

In addition, the document notes that “Programs on a professional accreditation self-study cycle will complete the self-study required by the accrediting agency. The documentation used in the accreditation self-study for new or continuing accreditation may also be used for the campus self-study...”

The timeline for self-study development begins in the fall semester with a data-informed self-study draft submitted to the dean, an external reviewer selected in consultation with dean and chair, a report prepared by the external reviewer after a site visit and examination of the self-study, the

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convening of a campus seminar panel, with the CAP Board final analysis sent to the Faculty Senate for approval at the last Senate meeting in the spring semester. The explicit contents of the self-study report are as follows, with the caveat noted above (namely that programs with external professional accreditation may deviate slightly from the details below, since they must complete the self-study required by their accrediting agency):

Contents of Self-Study

- I. Cover Page
 - A. Program name
 - B. Program college/school
 - C. Year of review
 - D. Date self-study submitted
 - E. Name of program chair
- II. Executive Summary (maximum of two pages)
 - A. Key findings
 - B. Department aspirations
- III. Response to Review Standards (see below for the precise standards)
 - A. Response to each review standard
 - B. Supporting documents and data
- IV. Supporting Documents
 - A. External Reviewer's Report
 1. Program strengths
 2. Program challenges, areas for improvement
 3. Summary of recommendations
 - B. Dean's Seminar Review Panel results summary
- V. Program Development Action Plan

Program review standards contextualize the review in the larger planning and effectiveness framework of the campus. Required documentation is included as appendices and referenced in the body of the self-study review. In 2017-2018 the practice of having Department chairs and Deans present their program review summary and action plans to the President's Cabinet was implemented.

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Colorado State University-Pueblo and the mission of its school or college.

Standard 2. The program engages in on-going, systematic planning that reflects the campus strategic priorities.

Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

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Standard 5. The program attracts, retains, and graduates high-quality students.

Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.

Standard 7. The program has adequate resources to meet its goals and objectives.

In AY2017-2018, the following programs were originally scheduled to undertake a program review:

- Automotive Industry Management (BS)
- Construction Management (BS)
- Exercise Science Health Promotion and Recreation (BS)
- English (BA)
- Political Science (BA, BS)
- Social Work (BSW)

The English department requested a one-year delay for their BA program, due to a new department chairperson and to coincide with their English MA review, which was granted.

The Social Work department requested a one-year delay for their BSW program, due to a new department chairperson and the upcoming program accreditation visit, which was granted.

The Construction Engineering Technology (BSCET) program review was approved for reschedule to 2017-2018 to coincide with the related Construction Management program and its ABET program reaccreditation cycle.

The Social Science (BA, BS) program review was completed in AY2017-18 from the previous cycle. Due to the unique nature of this program there was no external reviewer included.

Therefore the list of program reviews completed in AY2017-2018 and reported here includes the following:

- Automotive Industry Management (BS)
- Construction Management (BS)
- Construction Engineering Technology (BSCET)
- Exercise Science Health Promotion and Recreation (BS)
- Political Science (BA, BS)
- Social Science (BA, BS)

Typically programs have one external reviewer, often with an exception for programs which have disciplinary accreditation or are regulated by the state; in these situations, often special reviewers conduct site visits.

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The external reviewer for **Automotive Industry Management** (BS) was R. Scott Norman, Associate Professor and Automotive Program Coordinator, Department of Automotive Technology, Pittsburg State University

The external review for **Civil Engineering Technology** (BS) was completed by the visit team from ETAC of ABET was chaired by Barbara L. Christie, Purdue School of Engineering and Technology-IUPUI.

The external reviewer for **Construction Management** (BS) was Bradley A. Hyatt, Department Chair and Associate Professor, Lyles College of Engineering, Fresno State.

The external reviewer for **Exercise Science Health Promotion and Recreation** (BS) was Sue Barnd, Professor and K-12 Physical Education Program Director, Metropolitan State University of Denver.

The external reviewer for **Political Science** (BA, BS) was Carolyn Shaw, Professor of Political Science, Wichita State University.

Each program review is generally hundreds of pages long. A summary for each program is provided below.

Automotive Industry Management (AIM)

Significance and Scope of the Program

The goal and objective of the AIM program is to prepare baccalaureate degree graduates who have the necessary managerial and technical skills required in the automotive field. The major in Automotive leads to the Bachelor of Science (BS) degree in Automotive Industry Management, with a minor in Business Administration from the Hasan School of Business. Many AIM students also complete the Supervisory Management minor offered by HSB and an AIM Minor is also available through the program. AIM is one of only a few programs in the country to offer a BS degree in the automotive management discipline.

The curriculum emphasizes personnel supervision, financial analysis, customer relations, warranty administration, sales promotions, and techniques of technical problem-solving, service management, marketing, merchandising and distribution methods used by the automotive after-market, automotive manufacturer and import industries.

Faculty Resources, Teaching, Scholarship, and Service

The AIM program currently has two full time tenure track faculty members and one adjunct professor. The faculty members are involved in curriculum development, recruitment and retention, program assessment and several committees. Overall the Automotive Industry Management program has been understaffed for over 10 years, upper administration at CSU-

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Pueblo has failed to fill positions in an attempt to meet budgetary constraints and has put an extreme work load on the faculty members and yet we continue to make things work and have successful placement of our students, potentially the highest placement rating at CSU Pueblo.

Alignment of the AIM purpose with the campus mission and the program's school or college provides its students with a broad range of management, business and technical skills applicable to the automotive parts and service industries. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose, with reference to AIM Academic Planning Sheet Appendix; Course Syllabi Appendix; Learning Outcomes Assessment.

The program has undergone curriculum development aligning Student Learning Outcomes with course work throughout the program. Students in the AIM Program will be able to analyze financial profitability, efficiency and productivity of an automotive industry business; manage and implement retail inventory control systems; demonstrate knowledge and ability to apply automotive industry health, safety, and environmental regulations; demonstrate critical thinking and problem solving skills in the diagnosis and service of automotive systems; demonstrate professional writing and oral presentation skills; demonstrate employment seeking skills required to obtain an entry level management position in the automotive industry.

There will always be high demand for competent students in the vast field of the Automotive Industry, the resources of the Automotive Management Industry program provide a distinct opportunity, advantage and learning level over other programs across the country. The AIM program has a historical 97% job placement ratio with impressive starting salaries. AIM alumni are enjoying the benefits of corporate careers with Chrysler Corporation, Cummins, Ford Motor Company, General Motors, Kenworth, Sherwin Williams, Subaru, Tesla, Toyota Motor Sales, and other manufacturers, automotive industry suppliers, and independent businesses.

Administrative Structure and Operational Resources

The AIM program utilizes Student Learning Outcomes (SLO) to assess student learning and course evaluation. The SLO are measured and assessed through coursework such as: case study reports, resume development, presentations, professional writing and oral exams, inventory control methods and financial analysis and safety operations.

The program has an industry focus and a strong Automotive Industry Advisory Board which participates in review and strengthening of the curriculum, addresses student concerns and suggestions to the faculty. The program is an active participant in the National Association of Automotive University (NAAU) this professional association is comprised of peer institutions such as: Ferris State University, Pittsburg State University, Southern Illinois University, Weber State University Brigham Young University- Idaho and the University of Central Missouri.

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Seminar Panel-Action Plan

The panel discussion started with a brief program introduction which reviewed the uniqueness of the program in that it is built on a technical curriculum that is complemented by a required business minor. Mincic and Robbe also discussed challenges currently facing the program including decreasing enrollments, aging facilities and limited financial support. Following the program introduction, the panel discussed a variety of items including program strengths, weaknesses, opportunities, and challenges. The panel members were in agreement with most of the sentiments from the external evaluator.

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Civil Engineering Technology

Significance and Scope of the Program

The major in civil engineering technology leads to the Bachelor of Science (BS) degree in Civil Engineering Technology (CET). Graduates of the CET program enter in the industry prepared to established engineering principles and standards of practice in developing solutions to civil engineering problems. The graduates are prepared for successful careers in civil engineering by providing them with the ability to contribute to engineering teams in various practice areas including; engineering analysis and design, conduction planning and management, experimentation, technical documentation and systems operations or maintenance.

The Civil Engineering Technology Program also addresses the national and regional need to train construction professionals for predicted shortages in the workforce based upon a retiring existing workforce and need to rebuild the nation's infrastructure. During their senior year students are allowed to sit for the fundamentals of engineering exam (FE) administered by the Colorado State Board for Professional Engineers, Architects and Land Surveyors. Upon successful completion of the degree and passing of the exam the student can be granted status as an Engineering Intern. The program has credit transfer agreements with the local Community Colleges to facilitate standardization and quality control of courses that students from the community colleges can transfer into the CET program at CSU – Pueblo.

From formal responses to recent concerns in ABET review draft statement:

The CET faculty have been meeting twice monthly since October 2017 with much of the focus centered on suggestions to enhance the awareness of, and input on, the Program Educational Objectives (PEO) from the program's constituent groups especially the Industrial Advisory Committee (IAC). During September of 2017 the IAC was given a survey focused on the effectiveness and validity of the PEO's.

The CET faculty also have been meeting with focus on analyzing the student learning outcomes (SLO). The meetings are acting as the catalyst to strengthen the assessment and analysis process of the evaluation of SLOs. Recommendations are being made on such topics as frequency of the evaluation, type of assessment instruments, best practices for evaluation and other measures to solidify and streamline the process. A revised and updated assessment plan will be submitted to the university Institutional Effectiveness committee. The CET program is currently reviewing and adjusting its process for the periodic review and revision of student outcomes.

Faculty Resources, Teaching, Scholarship, and Service

The CET program has three areas of academic emphases: structures, water, and transportation. The emphasis areas evolved over the past several years. The quality and technical intensity of the program have also improved. The Department has undergone deliberate course corrections to develop these tracks. The tenor of the department is such that the instructors have an open door policy that encourages students to interact with them. This is extremely successful since most instructors are usually engaged with students outside classroom. Two instructors are each an

advisor to a student club: ASCE and AGC.

During the recent years, the CET program has experienced a large turnover in program faculty due to duty changes, retirements and budget restrictions. Nonetheless, the institution has been supporting the program in recruiting faculty to ensure that the need for faculty is met to sustain the delivery of quality instruction and adequate interaction between student and program faculty. The program has started recruiting for two existing tenure-track faculty positions with a national search for two CET tenure-track positions.

Outside of the University-sponsored recruiting activities the Civil Engineering Technology and Construction Management programs' faculty members participate in local organizations and associations to strengthen and promote the Construction Industry. Two key events that the faculty and students participate in each year are Colorado Construction Career Days and the National Summer Transportation Institute. Construction Career days introduces over 800 students from across southern Colorado and northern New Mexico to the Construction Industry and the event is used to promote the Construction Management and Civil Engineering Technology programs. The National Summer Transportation Institute is also used to promote careers in transportation to local middle school aged students.

The Industrial Advisory Committee for the Civil Engineering Technology Program consists of individuals from various professional backgrounds. The committee roster represents public sector as well as private industry. Public sector representatives work for city, county, or state government agencies. Private sector representatives include individuals from surveying, construction and engineering design companies. The industrial advisory committee meets once every year for the opportunity to discuss items of concern regarding the program, meet with the students without the presence of instructors, meet with faculty, and meet with the college Dean.

Administrative Structure and Operational Resources

As mentioned earlier, the CET program has been evolving and improving academically for the past five years. This is due largely to the continual review and evaluation by the faculty. The Chair has provided an atmosphere that engenders an open dialog as to the direction of the program.

The program objectives and learning outcomes are a direct result of the collaboration of the faculty in periodic meetings. Through a close-knit relationship within the faculty, the department has been able to add, delete, and modify courses to meet both the goals of the department and the needs of the employers. Challenges have included funding for professional development. The fiscal climate of the university for the past several years has been to support any financial costs for professional development activities at limited level. The program has been able gain professional development through some other avenues, including ABET and attendance at training workshops.

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The department is in constant search for confirmation of student learning outcomes. The faculty gathers data to support feedback and assessment. The University established an assessment position that aids departments throughout the university to assess the effectiveness of the teaching-and-learning process. The program has benefited from the support of this university office.

Seminar Panel-Action Plan

The panel members were in agreement with the key ETAC of ABET preliminary findings. Specifically, the panel members concurred with the ABET sentiments that the CET program needs to (1) establish an effective process of engaging its constituents for periodic reviews of its program education objectives, (2) regularly use appropriate documented processes for assessing and evaluating the extent to which all student outcomes are being attained, (3) remedy the serious shortfall in the number of full-time faculty members in CET, and (4) demonstrate an effective process for the periodic review of student outcomes. The panel members also noted that the platform for a successful remedy of the ABET findings is to fill the two vacancies in CET with tenure-track faculty members. Therefore the following items were highly recommended for implementation.

- Work with the administration to increase the number of CET program faculty.
- Develop a plan for regular reviews of the program objectives and implement it.
- Use the CET program Industry Advisory Committee to review program objectives.
- Develop a short-term and long term program marketing plan.
- Develop a five-year strategic plan to address program assessment and a long-term plan for upgrading or replacing laboratory facilities.

Construction Management (BS)

Significance and Scope of the Program

The Construction Management was created and introduced in AY2010-2011 to meet the growing demand for Construction Managers in Southern Colorado and throughout the state. It was particularly championed by the local construction industry and the University President. The program enjoys many synergies with the Civil Engineering Technology program of which almost a third of the program credits derive. It is also highly focused on the management side of construction with approximately a quarter of the curriculum being delivered in the Hasan School of Business. Since the program inception it has experienced strong growth. The program now has seen four full graduating classes and the number of students in the program has grown from 8 to approximately 53 on campus and 60 students online. According to the Career Center graduates with the Construction Management Degree are the highest paid undergraduates at Colorado State University-Pueblo.

The major in construction management leads to the Bachelor of Science (BS) degree in Construction Management (CM). Graduates of the CM program enter in the industry as project superintendents, field supervisors, project managers, or owner's representatives for a variety of construction related firms such as general contractors, specialty subcontractors,

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construction managers, designers, developers, consultants, or owners. The goal of the Construction Management Program is to prepare baccalaureate degree graduates who have the necessary skills to plan, organize, staff, lead and exercise control in the directing and coordinating of resources to achieve construction project objectives.

The Construction Management Program also addresses the national and regional need to train construction professionals for predicted shortages in the workforce based upon a retiring existing workforce and need to rebuild the nation's infrastructure. CSU-Pueblo has been active in meeting the mission of adding program offerings relevant to the national and local trends.

Faculty Resources, Teaching, Scholarship, and Service

Overall the Construction Management program and Civil Engineering Technology programs have seen their members promoted to higher levels of leadership, but there is a need to backfill their positions putting an extreme administrative and teaching work load on the faculty members. The Construction Management program should have three full time professors to teach the programs it provides on campus. Due to the extraordinary commitment from long time adjunct faculty members, the program has been able to survive and meet the robust growth experienced.

Currently the online programs are delivered by adjunct faculty, approximately six of whom teach all of the construction management courses once a semester. The contracts for the Construction Management Online are through extended studies. Extended studies also funds one online program coordinator who interacts directly with the adjunct instructors and students.

The Construction Management Program is committed providing quality education and assuring that students gain the skills necessary to be successful after graduation. The assessment process uses accepted best practices which provide information to evaluate program structure, course content, industry relevance and educational pedagogy. The CM faculty uses this information as the catalyst to make changes, strengthen content, compare necessity and enhance instruction.

Internal processes employed by the program to modify the curriculum Construction Management Faculty, the Program Coordinator and Department Chair meet annually to review the Construction Management curriculum. The Program Coordinator is responsible for review and polling of the faculty and advises the Department Chair of changes to curriculum that are required or advised.

Administrative Structure and Operational Resources

An analysis of student retention and success are made with CM faculty. An annual faculty meeting to evaluate the need for change to curriculum is conducted. Suggested changes are then evaluated and discussed with the department chair. The industrial advisory committee gives input on needs of the industry and also has input on proposed changes. Upon a majority approval of interested parties the changes are prepared by CM faculty.

Each Student Learning Outcome (SLO) will be addressed multiple times in the 14 required courses (CM or CET prefix).

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The CM Program faculty recognizes the rapidly changing industry and needs for the construction manager to stay cutting edge and relevant in the market- place, therefore the assessment process is an ongoing continuous effort. We are committed to constantly evaluate and willing to change to help keep graduates prepared and equipped for gainful employment and valuable citizenship.

Seminar Panel-Action Plan

The chair summarized the special characteristics of the program and discussed the challenges currently facing the program including unsettled enrollments and the dearth of tenured or tenure-track faculty for the program. Since its inception in 2010, the CM program has been run with only one tenure-track faculty member, and during the spring 2018 semester, the program was run with no tenure-track faculty member assigned to the program due to a resignation. The seminar panel members were in agreement with most of the sentiments from the external evaluator. In the wake of the cyclic issues surrounding student enrollment and the low number of funded faculty positions, the following were recommended:

- Hire tenure-track faculty for the program ASAP
- Develop a program strategic plan to inform curriculum, recruitment, marketing, and budgetary decisions.
- Develop in AY 2018-2019 a recruitment plan and marketing plan for the program
- Enhance the website for the program ASAP and no later than summer 2018.
- The program should control the online delivery mode in order to maintain excellence in the delivery of the academic instructions regardless of the delivery mode.

Exercise Science, Health Promotion and Recreation

Significance and Scope of the Program

The EXHPR department has two majors (Exercise Science, Health Promotion and Recreation and Athletic Training). Athletic Training was not addressed in this program review. Within the EXHPR degree there are five emphasis areas (General Exercise Science, Health Promotion, Physical Education Teacher Preparation, Recreation and Strength and Conditioning). These options provide a wide range of choice for students interested in the Exercise, Health and Recreation field.

The EXHPR Department's purpose is to provide students with a broad-based theoretical foundation supported by laboratory and field experiences that allow individual observations, inferences, problem solving, and hands-on mastery of skills related to the promotion of well-being and healthy lifestyles, in addition to providing a scientifically based education focused on developing cognitive skills which translate well to a broad array of possible careers. This purpose is accomplished by creating effective professional learning opportunities based on the following conceptual hierarchy of learning skills: Information Retrieval, Conceptual Understanding, Information Analysis, Critical Thinking, Development of Relevant Skill, and Practical Application of Ideas. In so doing we prepare student to become productive,

accountable, ethical, and responsible professionals.

Faculty Resources, Teaching, Scholarship, and Service

There is a strong focus on practical application in the professional fields we address and support. Every student in the EXHPR majors are required to engage in field based work, internships, student teaching, or practicum. Each class in the curriculum has at least one or more components of practical application, and in many cases numerous opportunities for students to critically think and apply knowledge and skills. A strong, scientifically based curriculum that emphasizes the development of cognitive skills is transferable to a variety of professions. The EXHPR curriculums are based on the latest science in the field. Full time faculty members regularly update the course curriculum and utilize the latest technology and theory based research. Academic advisement and upper division level courses taught by full-time faculty with both academic and real world professional skills and experiences.

Every effort is made to assure the upper division level courses are taught by the full-time faculty although currently about 50% of the FTE in EXHPR is taught by adjuncts. Faculty members have an ongoing involvement of students in practicums, internships and field experiences, as well as service and research projects, which positively influence both the individual student and the communities in which they work. The full-time faculty members advises, on the average, 40-50 students each semester.

These real world experiences are a culmination of the hard work the students put in preparing for professional work. The EXHPR department puts a great deal of emphasis on practical application and skill development so the students are ready for professional work. Faculty members are required to spend many hours developing relationships and partnerships with community agencies, schools, and non-profits that will partner with us to provide a win-win opportunity for our students.

The primary strengths and challenges of the program are currency of curriculum based on consistent review and updating grounded in accreditation and professional standards, current faculty, quality teaching pedagogy and high commitment levels with steady student demand and high level of student to faculty contact and quality advising. Strong resources for labs and other experiential requirements provides direct student involvement in research activities.

Administrative Structure and Operational Resources

The EXHPR Department is very proud to be chosen from all the universities in the Rocky Mountain Region as the Center for Dartfish. Dartfish is a complex technology used by most professional coaches, Olympic Sport and now many clinicians to analyze movement, diagnose risk of injury, analyze and tag and review sport performance.

The course selection and organization in the EXHPR curriculum is determined by the faculty based on professional and accreditation standards. The EXHPR department prides itself on

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having a current and up to date curriculum in all degrees and emphasis areas. The curriculum is reviewed and updated yearly based on assessment feedback and professional or accreditation standards. In collaboration with our Assessment Plan, the curriculum is updated and a curriculum map informs any changes that need to be made. Once the changes are made it is reported on the yearly assessment plan.

The goals and objectives for EXHPR are reviewed yearly by the program faculty members and a prioritization schedule is developed to determine which objectives and/or strategies will be addressed during that academic year and to review and evaluate the progress made in the preceding year. The plan is based on the university level strategic plan and follows the same time frame. The EXHPR assessment measures include end of program tests and/or accreditation/licensure tests, portfolios, internship / student teaching evaluations, case studies, practicum reviews, student satisfaction surveys and employer/internship site surveys provide rich information and data to inform curriculum decisions in EXHPR. These measures are used to inform curriculum changes and updates.

Seminar Panel-Action Plan

The EXHPR self-study report included goals to increase (1) the number of online or hybrid courses available to students, (2) the number of students enrolled in courses designated as including undergraduate research, (3) the number of students who complete designed experiential education courses, and (4) the number of students who participate in registered clubs and activities. However, the EXHPR department should develop, as part of this program review process, a strategic plan and timeline to achieve those goals.

The following were recommended as short-term and long-term plans for program operations; 1)develop a 2018 a recruitment plan and marketing plan for the program; 2)develop and implement revenue-generating activities such as certificates – start in 2018; 3)strengthen program efforts to implement department strategic plan. EXHPR is to develop in 2018 a multi-year strategic plan.

Political Science (BA, BS)

Significance and Scope of the Program

The Political Science program strives to provide intellectual and professional development for its major, minors and other students. This fits into the mission of the University of offering a broad array of baccalaureate programs with a strong professional focus and firm grounding in the liberal arts and sciences. In addition, the program offers students classes taught by an excellent faculty who are scholars in their sub-disciplines and who participate in numerous community activities. The program prepares students to become responsible and knowledgeable citizens and productive professionals.

The curriculum of the political science program allows students to receive a well-balanced major with core courses and electives. The design of the program's core prepares students to enter

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M.A. programs in political science, law school, military and governmental service and other occupations. The curriculum emphasizes critical learning, writing and oral communication skills and knowledge of sub-disciplinary areas such as American Politics, International Relations, Comparative Politics and Public Administration and Policy. The development of the Homeland Security certificate and minor is serving a growing number of students who view both as augmenting their major and helping them prepare for their future goals. A Legal Studies minor was developed. The minor will serve students interested in attending law school as well as those students interested in judicial policy/politics.

Faculty Resources, Teaching, Scholarship, and Service

The Political Science program is very fortunate to have four full-time faculty who are experts in four major sub-disciplines in political science. Thus, the curriculum reflects these four areas that are considered necessary for political majors and minors. The program continues to evaluate the core courses and electives so that students who graduate with a major and minor compare favorably with students from other universities. Each faculty member is an expert in a sub-discipline of political science and continually reviews the curriculum of their area and makes recommendations, when necessary, for changes to the program.

The faculty members are well qualified (all with Ph.D.'s) to teach the courses required for students to complete the major and minor. Faculty members are actively involved in working with the community. For example, the Policy Forum which has been held in the community continues to address timely policy issues and attracts university and community members. Also, one faculty member is working with the county government to assess the social and political consequences associated with cannabis sales. In addition, the faculty give many interviews and speeches to media sources and to community groups. Each faculty member is an expert in a sub-discipline of political science and continually reviews the curriculum of their area and makes recommendations, when necessary, for changes to the program.

The members of the program have attended research conferences and workshops related to teaching. The faculty have active research agendas and publish in competitive, peer-reviewed journals. In addition, faculty members have been successful in receiving grant funding from the Provost's office and matching funds from the Dean's office and at the department level. There are opportunities for development through discipline conferences and on-campus workshops.

The program provides and evaluates a high quality curriculum that emphasizes students learning as its primary purposes. The core courses in political science provide the background that students need to take upper division courses and are offered either every semester or once a year. This includes introductory courses in American politics, international relations, and comparative politics. In the final Senior seminar course, students are expected to display their knowledge of all four sub-fields of the discipline as well as their critical thinking, communication and writing skills.

Administrative Structure and Operational Resources

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The political science program is part of the history department. The Political Science program meets several times during the year to evaluate its goals, objectives and curriculum, augmented by informal discussions that members have throughout the year. The following program activities enable the faculty to meet the goals and objectives of the program:

- Implement changes to the program through departmental, college and university mechanisms
- Faculty attendance at regional and national research conferences
- Participation in curriculum conferences
- Discussions with faculty members at other universities and colleges
- Participation in college and university committees
- Development and assessment of Student Learning Outcomes
- Development of course syllabi in alignment with student learning outcomes

The program goals and objectives are implemented by faculty members in consultation with the Chair of the department. The program coordinator presents the changes to the Chair for feedback.

The mission and goals of the political science program are supported by the budget allocation for the four full-time faculty members. This allows the program to offer core courses that are needed by students to meet the requirements of the major and minor. The current budget also provides for the hiring of adjuncts for the Homeland Security program. However, additional funding to support lecturers for Homeland Security and the Legal Studies minor would allow our students to have more electives to select from and also receive career advising. The program would benefit from the updating of the Psychology building facilities to include multiple seminar rooms conducive to student learning. The political science program shares an administrative assistant with other programs in the History department and with the Psychology department. In addition, the administrative assistant is usually assisted by one to two work-study students.

Seminar Panel-Action Plan

The CHASS seminar panel review of the Political Science program's five-year review resulted in recommendation for an evaluation of when political science courses are offered and a determination of course rotation over the next five years: and new advising sheets that will provide students with information about class rotations for the next five years.

Both of these projects were to be addressed in the program's strategic plan that will be completed by the end of the spring 2018 semester.

Social Science (BA, BS)

Significance and Scope of the Program

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The Social Science Program is committed to the principles of a liberal interdisciplinary education. The program provides students with the knowledge to comprehend and analyze social issues and policies from multiple perspectives. Social science courses develop critical thinking skills including the ability to evaluate significant cultural, economic, political, and social phenomena, from both historical and current perspectives. Social science students learn how to assess, analyze, and effectively communicate their knowledge. The Social Science Program is designed around the idea that the boundaries between disciplines form ground for creative and innovative research and knowledge. The program increases students' self-awareness and cultural competence, enabling them to apply social science principles when engaging in meaningful social action thus providing a foundation for socially responsible citizenship.

The program provides students with a broad multi-disciplinary framework for examining individuals, groups, organizations and social systems. A major in Social Science prepares students for a broad range of employment opportunities. Job opportunities in applied fields include areas such as program management and administration, service supervision, human services and sales and related work -- in both the public and private sectors. Successful graduates will have the knowledge and skills to enter into a variety of professions or pursue graduate studies.

Through the study of social science, students learn about human adaptation, institutional conflict, and social change, preparing them for careers in a rapidly changing, global economy. The program promotes critical inquiry, cultural and self-awareness, and the examination of ethical issues in order to prepare students to be productive professionals. The multidisciplinary curriculum engages students with an educational framework that enriches their personal lives and provides a foundation for socially responsible citizenship.

The social science program, housed in the Department of Sociology, Anthropology, and Social Science, is a non-traditional academic program at CSU Pueblo as it has for years offered only an external degree for students completing degree requirements through the Extended Studies Department. The program's structure allows self-directed students to design an individualized program of study that rests on a core foundation and complements their academic, professional and personal goals. The curriculum draws on established bodies of thought in the social sciences to address questions and issues relevant in a rapidly changing environment.

A Social Science degree provides a viable option for returning students to be able to combine already completed diverse courses in the social science disciplines into a bachelor's degree, both benefiting students as well as improving the university's completion rates. This may be an even more significant factor today given economic trends such as downsizing and displacement of some non-traditionally aged employees who find themselves returning to school to retool for a second or third career. Because the major's core requirements are also general education requirements a student may count these courses in both areas. This provides students an efficient and thus affordable path to degree completion. And, some students learn better in an online environment preferring this method of course delivery. The social science major is also a good fit for many students in the military, both active duty and veterans, for the same reasons above. In

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addition many of these students have particular interest in the political science and history offerings in the major. The Social Science degree is also a good program option for many incarcerated students who are invested in furthering their education as they prepare to reenter society. The program curriculum provides these students with well-rounded knowledge that presents them with a broader range of employment options to lead to a more successful life transition.

Due to the program's structure, it has been difficult to engage in on-going systematic planning in the same way traditional academic programs might. Challenges have been faced in (a) program assessment of student learning outcomes, curriculum updating, program structure and organization, and recruitment, retention, and graduation.

Faculty Resources, Teaching, Scholarship, and Service

There are no social science faculty lines and no faculty positions have been filled expressly for the social science program. Courses in the social science curriculum are taught by faculty hired by individual academic departments to teach classes in their disciplines. Since the degree is offered only as an external degree through the Extended Studies department, the vast majority of the classes completed by social science majors are completed through distance education. The majority of these classes are taught by adjunct faculty, most of whom teach only part-time at CSU Pueblo; all faculty teaching in this program however, do have to have the same credentials as adjunct faculty teaching on-campus courses.

The social science program has historically been a fairly small program in terms of majors, however as one of the few distance education programs initially offered by CSU Pueblo it provided and continues to provide an educational option for students interested in distance education. The number of majors declined during the review period, from 32 to 10. The primary reason for this was the university's discontinuation of an established relationship with one international program.

Administrative Structure and Operational Resources

Social science remains unique among the external degrees offered at CSU-Pueblo in that there is not a social science degree option for on campus students. The degree in social science is a low cost, non-traditional academic program which was created and implemented with no specific administrative structure to support this multi-disciplinary degree. As a result, there are no clearly defined processes or procedures in place to support the shared involvement of faculty in program decisions or shared governance. There is recognition that this needs to be addressed in a program strategic plan.

Outside of the Extended Studies Department there are no faculty lines or staff positions in social science or an operating budget for the social science program. The Extended Studies Department has a fulltime advisor whose responsibilities include advising students enrolled in external degree programs, including social science. Other Extended Studies personnel provide the same

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services to social science majors as they do to other students enrolled in an extended studies course.

Seminar Panel-Action Plan

It was requested that Social Science program be assigned reserved status in order to provide a period of reflection after which the department faculty will decide whether or not to continue this program. Additional actions will be to convene a committee of ranked faculty at the outset of fall 2018 to examine national standards and to look into developing an offering with a multidisciplinary perspective. Additionally the committee would initiate discussions with Extended Studies regarding promotional marketing and identifying qualified adjuncts among other tasks. Following these actions to determine the sustainability of this program the department will decide fall semester 2020 whether or not to reinstate or permanently delete this offering.

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MATTERS FOR ACTION:

Colorado State University-Pueblo – AY2019-2020 & AY2020-2021.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2019-2020 & AY2020-2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. (The AY2019-2020 calendar was approved by the Board in December 2016, and there are minor changes in what follows below. Fall 2019 dates were shifted by one week.)

UNIVERSITY CALENDAR 2019-2020 & 2020-2021

FALL

	<u>2019</u>	<u>2020</u>
Registration Begins	Mar. 11	Mar. 9
Classes Begin	Aug. 26	Aug. 24
End Add Period (full-term courses)	Aug. 30	Aug. 28
End Drop Period (full-term courses)	Sept. 9	Sept. 7
Fall Graduation Contract Deadline	Sept. 20	Sept. 18
End of Full-term Course Withdrawal Period	Oct. 25	Oct. 23
Thanksgiving Break	Nov. 25-29	Nov. 23-27
Classes End	Dec. 6	Dec. 4
Final Exams	Dec. 9-13	Dec. 7-11

SPRING

	<u>2020</u>	<u>2021</u>
Registration Begins	Oct. 21 (19)	Oct. 19 (20)
Classes Begin	Jan. 13	Jan. 18
End Add Period (full-term courses)	Jan. 17	Jan. 22
End Drop Period (full-term courses)	Jan. 27	Feb. 1
Spring Graduation Contract Deadline	Feb. 7	Feb. 12
End of Full-term Course Withdrawal Period	Mar. 13	Mar. 19
Spring Break	Mar. 23-27	Mar. 22-26
Classes End	Apr. 24	Apr. 30
Final Exams	Apr. 27-May 1	May 3-7
Commencement	May 1-2	May 7-8

SUMMER

	<u>2020</u>	<u>2021</u>
Registration Begins	Mar. 9	Mar. 8

First 4, 6 and 12-week Sessions

Classes Begin	May 11	May 17
Memorial Day (University Closed)	May 25	May 31
Summer Graduation Contract Deadline	May 29	June 4
Classes End		
First 4-week	June 4	June 10
First 6-week	June 18	June 24
12-week	July 30	Aug. 5

Second 4-week Session

Classes Begin	June 8	June 14
Independence Day Observed (University Closed)	July 3	July 5
Classes End	July 2	July 8

Second 6-week Session

Classes Begin	June 22	June 28
Independence Day Observed (University Closed)	July 3	July 5
Classes End	July 30	Aug. 5

Third 4-week Session

Classes Begin	July 6	July 12
Classes End	July 30	Aug. 5

*** Note - These Calendars are planned in advance and are subject to change. Unless otherwise stated, the University is open and classes will be held as scheduled.**

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.3- C.2.1.9.6 Membership and Organization

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.9.3–C.2.1.9.6 Membership and Organization

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:

This motion implements several corrections and standardizes descriptions for various members of standing committees:

Makes references to faculty types consistent with the last changes to Section E on faculty types.

Clearly states the ability of committees to appoint ex officio members in addition to ex officio members appointed in the committee descriptions.

Standardizes and clarifies the language making the Chair of Faculty Council an ex officio member of every standing committee.

Makes the lists of members and ex officio members consistent in order across standing committees.

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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

C.2.1.9.3 Membership and Organization (*last revised ~~May 3, 2018~~ December 6, 2018*)

The membership of each standing committee is specified to fit the functions of that committee. Faculty membership on specialized standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members, as well as contract and continuing faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for membership on specified standing committees. ~~Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above.~~ A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend

the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name *ex officio* or associate members in addition to the *ex officio* and associate members specified in C.2.1.9.4. who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its *ex officio* and associate members and others with whom it has regularly conferred. *Ex officio* members are expected to attend committee meetings regularly. All *ex officio* and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

~~The Chairperson of Faculty Council shall be an *ex officio*, non-voting member of each standing and specialized committee of the Faculty Council.~~ Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an *ex officio* voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as *ex officio* voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service (*last revised May 3, 2017* December 6, 2018)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years as defined below with the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to

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begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot. Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three-year term ending on June 30 three years hence. A three-year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three-year term beginning between January 1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three-year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected

standing committees when replacing a vacancy that occurs between normal elections.

C.2.1.9.5 Standing Committees: Membership and Function

a. *Executive Committee (last revised August 12, 2009)*

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (*ex officio*), the Provost (*ex officio*), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council. The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.
10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.

b. *Committee on Faculty Governance (last revised ~~May 2, 2017~~ December 6, 2018)*

The Committee on Faculty Governance shall consist of one (1) faculty representative from each college and the Libraries and the

Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.
5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.
6. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 1.III.B.2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council

c. *Committee on Intercollegiate Athletics* (last revised ~~August 12, 2009~~
December 6, 2018)

The Committee on Intercollegiate Athletics shall consist of one (1) faculty representative from each college, and the Libraries, and the Chairperson of Faculty Council (*ex officio*), the Faculty Athletics Representative (*ex officio*), the Director of Athletics (*ex officio*), one (1) graduate student, and one (1) undergraduate student.

The Committee on Intercollegiate Athletics shall recommend to the Faculty Council policies pertaining to intercollegiate athletics, review compliance with policies adopted, and act in an advisory capacity to the Director of Athletics. Specifically, the standing committee shall have the following responsibilities:

1. To recommend to the Faculty Council policies pertaining to the operation of the Department of Athletics, including rules compliance, academic integrity, and the general welfare and equitable treatment of student-athletes and staff.
2. To review annually intercollegiate athletics' programs and make recommendations to the Director of Athletics regarding the

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- operation of the Department, including selection and retention of sports, academic integrity, compliance, and the general welfare and equitable treatment of student-athletes and staff.
3. To advise the Director of Athletics and the Faculty Athletics Representative on positions to be taken on national and conference issues.
 4. To advise the President on the selection of the Director of Athletics and the Faculty Athletics Representative.
 5. To perform functions requested or required of a Faculty Intercollegiate Athletic Committee by the National Collegiate Athletic Association and/or any athletic conferences of which the University may be a member.
 6. To review summaries of student-athlete exit surveys, academic progress reports, and other appropriate reports, and to include an assessment of this information in the Committee on Intercollegiate Athletics annual report to the Faculty Council.

d. *Committee on Libraries* (last revised ~~October 7, 2016~~ December 6, 2018)

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Dean of Libraries (*ex officio*), one (1) representative from the Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

e. *Committee on Responsibilities and Standing of Academic Faculty*

The Committee on Responsibilities and Standing of Academic Faculty shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of faculty to the University, college, and department.

2. Policies related to the standing of the faculty including selection, appointment, evaluation, merit incentives, rank and promotion, tenure, termination of employment, leaves, and academic freedom.
3. Policies and procedures related to faculty grievances.

f. *Committee on Scholarship, Research and Graduate Education*
(last revised ~~December 14, 2004~~ December 6, 2018)

The Committee on Scholarship, Research and Graduate Education shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) graduate student~~, and the Vice Provost for Graduate Affairs/Assistant Vice President for Research (*ex officio*), and one (1) graduate student. Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.
4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

g. *Committee on Scholastic Standard* (last revised ~~January 27, 2006~~
December 6, 2018)

The Committee on Scholastic Standards will consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), and the Director of the Center for Advising and Student Achievement (CASA) (*ex officio*). The duties of this standing

committee shall be to recommend to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies.

The standing committee shall also act as a hearing board and render decisions on:

1. Appeals of academic dismissal.
2. Appeals for retroactive withdrawal.

h. *Committee on Strategic and Financial Planning* (last revised ~~May 3, 2017~~ December 6, 2018)

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) undergraduate student, one (1) graduate student~~, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the chair of the Administrative Professional Council (*ex officio* voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio*, voting), one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.

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7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.
9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

i. ***Committee on Teaching and Learning*** (last revised ~~May 3, 2017~~
December 6, 2018)

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) graduate student, one (1) undergraduate student~~, the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), the Provost or his or her designee (*ex officio*), the Vice President for Student Affairs or his or her designee (*ex officio*), and the Director of The Institute for Learning and Teaching (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies, practices, and standards for maintaining and improving the quality of teaching and learning.
2. Policies related to undergraduate advising.
3. Policies related to academic records and registration and undergraduate admissions.
4. Policies related to the activities of:
 - a. The Institute for Learning and Teaching
 - b. Academic Computing and Networking Services
 - c. Student Outcomes Assessment
 - d. Other offices and programs that directly support instruction and student development.
5. Policies related to standards of student behavior, academic honesty, co-curricular activities and other aspects of campus life.
6. In addition to the foregoing, the Committee on Teaching and Learning will oversee the selection of the University Distinguished

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Teaching Scholars. The criterion for selection is outstanding teaching. The Committee on Teaching and Learning will develop and publicize the selection process and the specific criteria for making the selection.

j. *Committee on University Programs*

The Committee on University Programs shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), one (1) graduate student and one (1) undergraduate student. ~~Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations.~~ The duties of this standing committee shall be:

1. Concerning Centers, Institutes, and Other Special Units:
 - a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.
 - b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.
 - c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.
2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.
3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

k. *University Curriculum Committee* (last revised ~~June 22, 2006~~ December 6, 2018)

The University Curriculum Committee shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Provost or his or her designee (*ex officio*), one (1) undergraduate student, and one (1) graduate student, ~~and the~~

~~Provost or his or her designee (ex officio).~~ The duties of this standing committee shall be:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.
4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.
5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.
6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

C.2.1.9.6 Specialized Standing Committees: Membership and Function

- a. Committee on Non-Tenure-Track Faculty** (*last revised September xx, 2018 December 6, 2018*)

The Committee on Non-Tenure-Track Faculty shall consist of one (1) ~~non-tenure-track contract or continuing~~ faculty member (~~senior teaching, special, or multi-year research appointment~~) from each college and the Libraries, two (2) ~~regular~~ tenure or tenure track faculty members elected from the Colleges and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student. The duties of this specialized standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of ~~non-tenure-track contract, continuing, and adjunct~~ faculty to the University, college, and department.
2. Policies related to the standing of ~~non-tenure-track contract, continuing, and adjunct~~ faculty.

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Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Preface and Section H

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Preface and Section H

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:

The changes are requested to fix the “Preface problem” that gave APC a veto over any changes to the Manual that were approved by Faculty Council. APC officially voted to approve this version of the Preface and the new Section H proposed.

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 Consent Item

NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2018-2019

Preface (*last revised* ~~August 5, 2016~~ December 6, 2018)

Unless a proposed change or addition to this *Manual* is necessitated by action of the Board or the Colorado General Assembly, it must be approved by the Faculty Council prior to submission to the Board in accordance with the procedures in Section C.2.2.e and Section H of this *Manual*. ~~Proposed changes or additions to *Manual* sections that apply to administrative professionals are subject to the approval of the Administrative Professional Council prior to action by Faculty Council.~~ Since the Manual governs both Faculty and Administrative Professionals, any change or addition shall follow the process in Section H and reflect the equitable partnership between these two groups.

SECTION H. CHANGES TO THE ACADEMIC FACULTY & ADMINISTRATIVE PROFESSIONAL MANUAL (*New section* December 6, 2018)

H.1. General Expectations

- a. A proposed change to the Academic Faculty & Administrative Professional Manual (hereinafter referred to as the “Manual”) may be initiated by either the Faculty Council or the Administrative Professional Council.
- b. It is generally expected that a proposed change to the Manual that affects faculty will be approved by the Faculty Council prior to its submission to the Board by the President.
- c. It is generally expected that a proposed change to the Manual that affects administrative professionals will be approved by the Administrative Professional Council prior to its submission to the Board by the President.
- d. When both councils will be expected to approved a proposed change to the Manual, it is generally expected that the proposed change will be developed jointly by the two councils.

H.2. Joint Development of Proposed Changes

When either of the two councils decides to initiate a proposed change to the Manual, the initiating council shall inform the other council of its intention to initiate the proposed change. The Chair of each council shall assign an appropriate working group from that council to work on the proposed change. Draft proposals (including proposed changes to previous draft proposals) produced by either working group shall be sent to the other working group for a response. It will often be useful for the two working groups to meet jointly to discuss the proposed change. It is generally expected that the two working groups will come to agreement on a final version of the proposed change prior to its submission to either council for a formal vote.

In the unlikely event that the two working groups cannot reach agreement on a final version of the proposed change, each council may submit a draft proposal to its membership for discussion, possible amendment, and a possible vote. In this case, when the proposed change is presented at the meeting of each council, the agenda packet shall include written arguments from both working groups, and representatives of both working groups shall be allowed to address the council members at the meeting.

If the two councils approve different versions of the proposed change, or if one council votes to oppose a proposed change passed by the other council, then the Chairs of the two councils shall form an ad hoc committee to attempt to resolve any differences. If this committee comes to an agreement on a final version of the proposed change, then it shall be submitted to each council for final approval.

H.3. Unresolved Differences

In the unlikely event that the ad hoc committee is unable to agree on a final proposal, then each council may decide to present its version of the proposed change to its membership for a vote, or to vote to oppose the proposed change passed by the other council. In this case, when the proposed change is presented at the meeting of each council, the agenda packet shall include written arguments from both working groups, and representatives of both working groups shall be allowed to address the council members at the meeting.

If this results in two different versions of the proposed changes being approved by the two councils, or one council approving a proposed change and the other council voting to oppose that change, then each council shall send their proposals and arguments to the President. The President shall then decide whether or not to submit a proposed change to the Board for approval.

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Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section E.13 Advancement in Rank (Promotion)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.13 Advancement in Rank (Promotion)

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:

1. This incorporates into the promotion process the new ranks that were created in Section E.1.
2. This allows the faculty member to initiate the promotion process.
3. By using “level” as a guideline for promotion, it greatly simplifies the complex issue of promotion within and between the two paths of advancement. Moreover, in changing from one path of advancement to the other, the use of “levels” as a descriptor for both paths simplifies the description of the promotional process.
4. Adding verbiage about revision of department codes conforms to the Provost directive stating that codes need to specify criteria for each rank and title of faculty within their departments.

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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 – 2018-2019

E.13 Advancement in Rank (Promotion) (*last revised ~~June 21, 2011~~ December 6, 2018*)

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

- i. Instructors
- ii. Senior Instructors and Assistant Professors
- iii. Master Instructors and Associate Professors
- iv. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit. Department and College codes should define all titles used for faculty within their unit and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to a tenure track assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank ~~as an associate professor,~~ faculty are eligible to be considered for promotion ~~from associate professor to professor.~~ If the promotion is approved, it shall become effective the following July 1. ~~Advancement from associate professor to professor.~~ Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion ~~to professor~~ established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The

department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations *(last revised June 21, 2011 December 6, 2018)*

The ~~head of the department~~ faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The ~~department head~~ faculty member should consult with the ~~promotion committee~~ department head before initiating this process. The ~~department head~~ faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President.

E.13.2 Promotion Committee

This section describes the membership of the promotion committee and which members of the committee are voting members. Department codes may specify additional requirements beyond those specified in this section.

~~The promotion committee must have at least three (3) voting members and shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof.~~ The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that ~~he or she~~ they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse ~~himself~~

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~~or herself oneself~~. The eligible department faculty members are all other ~~tenured~~ department faculty members of higher ~~rank level~~ than the faculty member under consideration who meet any additional eligibility requirements specified in the department code.

For promotion of a tenured or tenure-track faculty member, only tenured committee members are voting members. For promotion of a non-tenure track faculty member, this restriction does not apply. A department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a ~~the~~-committee ~~of at least~~ has fewer than three (3) ~~tenured-eligible~~ voting faculty members of higher rank within the department cannot be constituted, then additional ~~tenured-eligible~~ voting faculty members of higher rank shall be selected from other departments within the University so as to produce a committee ~~of with~~ three (3) voting members. A department may specify in its code a procedure for narrowing the pool of ~~eligible~~ additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all ~~tenured-eligible~~ voting faculty members of higher rank on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

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Report Item

MATTERS FOR ACTION:

Report Item.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Report to the Board of Governors that provides an overview of the enrollment trends and student success data from FY14 through FY18.

Colorado State University: Fort Collins Campus

	FY14	FY15	FY16	FY17	FY18	One Year Change	
Primary Degrees Awarded	6,937	7,181	7,148	7,196	7,537	341	4.7%
Bachelors	4,962	5,049	4,995	5,136	5,159	23	0.4%
Masters	1,606	1,755	1,774	1,701	1,714	13	0.8%
Doctorate	230	251	249	223	250	27	12.1%
D.V.M.	139	126	130	136	138	2	1.5%
Graduate Certificate			28	136	276	140	102.9%
STEM Degrees	2,475	2,615	2,689	2,914	3,144	230	7.9%
Non-STEM Degrees	4,462	4,566	4,459	4,282	4,393	111	2.6%
	FA14	FA15	FA16	FA17	FA18	One Year Change	
Student Credit Hours (RI Only)	357,648	364,995	376,759	378,586	382,032	3,446	0.9%
Headcount	27,086	27,566	28,297	28,446	28,691	245	0.9%
Undergraduate	22,506	23,009	23,768	23,943	24,380	437	1.8%
Freshman	5,604	6,096	6,268	6,242	6,488	246	3.9%
Sophomore	5,145	4,965	5,340	5,399	5,402	3	0.1%
Junior	5,127	5,314	5,311	5,500	5,465	-35	-0.6%
Senior	6,630	6,634	6,849	6,802	7,025	223	3.3%
Graduate	4,047	4,008	3,962	3,924	3,728	-196	-5.0%
Graduate I	2,608	2,593	2,536	2,471	2,326	-145	-5.9%
Graduate II	1,439	1,415	1,426	1,453	1,402	-51	-3.5%
Professional	533	549	567	579	583	4	0.7%
New Undergraduate	4,353	4,737	4,956	5,031	5,324	293	5.8%
Transfer Undergraduate	1,426	1,657	1,674	1,548	1,613	65	4.2%
Female	13,891	14,102	14,507	14,597	14,740	143	1.0%
Male	13,195	13,464	13,790	13,849	13,951	102	0.7%
Nonresident, Non-WUE	6,259	6,781	7,273	7,585	7,949	364	4.8%
Nonresident, WUE	665	700	748	856	1,025	169	19.7%
Resident	20,162	20,085	20,276	20,005	19,717	-288	-1.4%
Not First-Generation (only asked of undergraduates)	16,840	17,104	17,786	17,981	18,311	330	1.8%
First-Generation (only asked of undergraduates)	5,666	5,905	5,982	5,962	6,069	107	1.8%
Not Pell (undergraduate only)	17,304	17,875	18,568	18,675	19,317	642	3.4%
Pell (undergraduate only)	5,202	5,134	5,200	5,268	5,063	-205	-3.9%
Nonminority	22,456	22,604	22,885	22,452	22,305	-147	-0.7%
International	1,859	1,981	1,985	1,995	1,930	-65	-3.3%
Unknown	1,191	1,280	1,011	577	413	-164	-28.4%
White	19,406	19,343	19,889	19,880	19,962	82	0.4%
Minority	4,630	4,922	5,412	5,994	6,386	392	6.5%
Asian	609	644	723	753	779	26	3.5%
Black	569	555	591	609	615	6	1.0%
Hawaiian/Pac. Islander	27	30	33	47	43	-4	-8.5%
Hispanic/Latino	2,560	2,797	3,084	3,453	3,727	274	7.9%
Multi-Racial	726	749	850	1,007	1,109	102	10.1%
Native American	139	147	131	125	113	-12	-9.6%
Agricultural Sciences	1,610	1,646	1,689	1,652	1,665	13	0.8%
Business	2,477	2,495	2,564	2,639	2,614	-25	-0.9%
Walter Scott, Jr. College of Engineering	3,012	3,308	3,443	3,370	3,359	-11	-0.3%
Health and Human Sciences	4,832	4,765	4,987	4,845	4,800	-45	-0.9%
Intra-University	2,908	2,990	2,760	2,800	2,796	-4	-0.1%
Liberal Arts	4,786	4,640	4,644	4,594	4,651	57	1.2%
Natural Sciences	4,282	4,337	4,657	4,863	5,097	234	4.8%
Veterinary Medicine & Biomedical Sci	1,474	1,618	1,715	1,804	1,785	-19	-1.1%
Warner College of Natural Resources	1,705	1,767	1,838	1,879	1,924	45	2.4%

Note: Unless otherwise specified, all data reflect RI student headcount; fall 2018 Pell Grant data are preliminary.

Introduction

The Retention, Persistence and Graduation Study is conducted by Institutional Research, Planning and Effectiveness annually to report freshman retention, persistence, and graduation rates. The focus is on the entering full-time, first-time (FTFT) student cohorts and displays rates for multiple subpopulations. However, additional analyses, including those for transfer students, are available online. Please use the IR Interactive tool on our website at <http://www.ir.colostate.edu/data-reports/students/student-success/>

Highlights

- ✚ 83.1% of the fall 2017 cohort was retained (still enrolled) in fall 2018.
- ✚ Students are graduating faster than just five years ago which not only saves them tuition dollars but also allows them to enter the workforce sooner.

Time to Graduation	FA07 Cohort Graduation Rate	FA12 Cohort Graduation Rate
4 Years	37.7%	45.1%
4.5 Years	49.3%	56.1%
5 Years	60.5%	67.2%
5.5 Years	63.0%	69.4%
6 Years	65.2%	71.0%

For the purpose of this report, there are a handful of critical operational definitions.

Cohort: For this report, a cohort includes only undergraduate resident-instruction (RI) students who enter in the fall semester as full-time (enrolled in 12 or more credits) and are enrolled at the end of the term (have not completed a University withdrawal).

Retention Rate: The rate at which students are still enrolled at the institution. Enrollment in the second fall is referred to as the “freshman retention rate”. Calculated by using the number of students still enrolled divided by the adjusted cohort (original cohort minus deceased). For the current report all rates beyond freshman retention are persistence.

Persistence Rate: The rate at which students are EITHER still enrolled at the institution or have graduated from the institution. Calculated by using the number of students still enrolled or graduated divided by the adjusted cohort (original cohort minus deceased).

Graduation Rate: The rate at which students complete their program of study. Calculated by using the number of completers divided by the adjusted cohort (original cohort minus deceased).

Additional operational definitions are provided in the glossary on page 2.

If you have questions or comments or require additional analysis of a specific sub population, please contact the Office of Institutional Research, Planning and Effectiveness.

Fall 2018 Student Success Summary University

New Freshmen

	Return to Second Fall (FA17 cohort)			4-Year Graduation (FA14 cohort)			6-Year Graduation (FA12 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	4,905	83.1	-0.5	4,284	45.2	0.1	4,449	71.0	3.0
Resident	3,264	84.6	0.0	3,106	46.6	1.2	3,330	72.0	3.4
Non-Resident	1,641	80.2	-1.3	1,178	41.7	-2.4	1,119	67.9	1.7
Non-Resident - WUE	333	82.9	-3.7	198	61.1	-1.0	204	75.0	-2.5
Non-Resident - Non-WUE	1,308	79.5	-0.9	980	37.7	-2.7	915	66.3	2.9
Minority	1,326	79.1	-1.0	877	42.2	4.1	860	63.7	4.0
Hispanic/Latino	815	80.0	0.6	512	40.6	3.5	470	65.5	7.3
Multi-Racial	232	76.7	-1.1	63	33.3	-3.5	197	61.9	-2.7
Native American	25	72.0	5.3	40	45.0	13.7	17	52.9	19.6
Asian	144	75.0	-9.0	141	48.2	0.2	81	70.4	10.4
Black	99	84.8	0.1	113	43.4	6.8	91	56.0	-7.3
Hawaiian/Pac. Islander	11	81.8	-18.2	8	~	~	4	~	~
Non-Minority	3,579	84.6	-0.1	3,407	46.0	-0.9	3,589	72.7	2.7
International	82	79.3	-11.1	81	27.2	-11.1	53	67.9	3.0
White	3,472	84.7	0.2	3,266	46.4	-0.8	3,293	72.6	2.3
No Response	25	88.0	-0.1	60	45.8	1.4	243	75.3	9.3
Resident Minority	984	80.9	-1.1	700	42.1	3.9	679	64.1	2.5
Resident Non-Minority	2,280	86.1	0.6	2,406	47.9	0.4	2,651	74.0	3.7
Non-Resident Minority	342	74.0	-0.8	177	42.9	5.0	181	62.4	10.3
Non-Resident Non-Minority	1,299	81.8	-1.3	1,001	41.4	-3.9	938	68.9	0.0
Female	2,647	83.9	0.1	2,354	52.8	0.7	2,479	72.7	2.7
Male	2,258	82.2	-1.1	1,930	35.9	-0.7	1,970	68.8	3.2
Pell Recipient	1,051	78.1	-1.1	891	35.3	-2.9	1,008	64.4	3.5
Not Pell Recipient	3,854	84.5	-0.2	3,393	47.8	0.9	3,441	72.9	2.6
First Generation	1,090	77.2	-1.1	1,018	36.7	-1.7	1,162	62.5	4.1
Not First Generation	3,815	84.8	-0.3	3,266	47.9	0.7	3,287	74.0	2.6
STEM	1,972	83.5	-0.8	1,641	40.2	0.1	1,562	72.0	2.0
Non-STEM	2,933	82.8	-0.3	2,643	48.3	0.3	2,887	70.4	3.3
CCHE Index 0 - 100	555	74.6	-5.4	458	31.0	-1.2	510	58.6	2.2
CCHE Index 101 - 114	1,703	80.3	2.1	1,560	39.8	1.4	1,653	66.3	3.6
CCHE Index 115 - 124	1,252	84.3	-0.2	1,137	47.4	-0.6	1,167	74.1	4.0
CCHE Index >= 125	1,316	89.7	-1.7	1,065	58.3	-0.2	1,056	80.9	1.5
CCHE Unknown	79	75.9	-9.6	64	21.9	-9.7	63	71.4	4.0

~ Indicates that the cohort is too small (less than 10)

* Change represents the percentage point difference between the current year and the immediate previous year.

Fall 2018 Student Success Summary University

Transfers

	Return to Second Fall (FA17 cohort)			4-Year Graduation (FA14 cohort)			6-Year Graduation (FA12 cohort)		
	Cohort Size	Rate	Change	Cohort Size	Rate	Change	Cohort Size	Rate	Change
Overall	1,367	85.4	-0.4	1,244	72.4	2.1	1,224	73.0	-1.5
Resident	945	85.7	-0.5	887	71.6	1.4	938	72.2	-1.1
Non-Resident	422	84.8	-0.3	357	74.5	4.0	286	75.5	-2.6
Non-Resident - WUE	21	95.2	23.0	23	73.9	-6.1	0	~	~
Non-Resident - Non-WUE	401	84.3	-1.3	334	74.6	4.6	286	75.5	-2.6
Minority	289	82.7	0.4	195	67.7	-2.7	192	62.3	-6.3
Hispanic/Latino	175	80.6	-3.1	113	65.5	-3.9	121	62.5	-6.3
Multi-Racial	52	88.5	9.6	1	~	~	38	71.1	7.0
Native American	7	~	~	19	73.7	-26.3	4	~	~
Asian	27	96.3	15.7	30	73.3	-11.9	13	61.5	-11.2
Black	26	73.1	-10.2	27	66.7	1.5	14	50.0	-16.7
Hawaiian/Pac. Islander	2	~	~	5	~	~	2	~	~
Non-Minority	1,078	86.2	-0.5	1,049	73.3	3.0	1,032	75.0	-0.5
International	139	90.6	-2.3	130	90.0	6.3	93	95.7	3.3
White	926	85.6	0.0	900	71.0	2.3	853	72.4	-1.8
No Response	13	76.9	-16.4	19	68.4	3.7	86	77.9	5.9
Resident Minority	224	83.5	-0.1	157	70.1	-1.3	156	60.0	-10.8
Resident Non-Minority	721	86.4	-0.6	730	71.9	1.9	782	74.6	0.9
Non-Resident Minority	65	80.0	1.3	38	57.9	-7.9	36	72.2	12.7
Non-Resident Non-Minority	357	85.7	-0.5	319	76.5	5.4	250	76.0	-4.5
Female	675	84.4	-2.8	579	73.9	-2.2	595	75.5	0.0
Male	692	86.4	1.8	665	71.1	6.0	629	70.7	-2.9
Pell Recipient	422	81.8	-3.1	375	66.7	1.2	403	67.2	-2.6
Not Pell Recipient	945	87.1	0.8	869	74.9	2.6	821	75.8	-0.8
First Generation	471	84.9	2.6	378	66.9	-2.0	415	63.9	-5.7
Not First Generation	896	85.7	-1.7	866	74.8	3.9	809	77.6	0.8
STEM	516	85.3	0.9	430	67.0	1.5	354	74.0	0.0
Non-STEM	851	85.5	-1.1	814	75.3	2.6	870	72.6	-2.0
CCHE Index 0 - 100	139	84.9	-2.0	179	63.7	-0.2	120	65.0	-3.3
CCHE Index 101 - 114	146	84.2	3.2	163	69.9	5.9	140	76.4	4.7
CCHE Index 115 - 124	83	89.2	3.9	127	74.8	5.9	84	69.0	-4.7
CCHE Index >= 125	74	85.1	-1.6	77	74.0	-10.6	56	83.9	6.4
CCHE Unknown	925	85.4	-0.7	698	74.6	3.1	824	73.2	-3.1

~ Indicates that the cohort is too small (less than 10)

* Change represents the percentage point difference between the current year and the immediate previous year.



Colorado State University - Pueblo Retention and Success Summary for Fall 2018

First-time Full-time Freshman Cohort Highlights

- CSU Pueblo’s preliminary freshman retention rate increased from 63% to 68%.
- Freshman retention rates were highest among Colorado residents (71% vs. 59% non-residents), females (76% vs 61% males), Hispanic students (71% vs 68% White/non-minority), non-Pell recipients (71% vs 65% recipient), and students with high CCHE Index scores (83% Index >= 115 vs. 58% Index <= 100).
- Preliminary 6-year graduation rate for the Fall 2012 freshman cohort (32%) shows a decrease of 3%. However, note that Fall 2012 had “ghost” students recorded as enrolled even though they never attended (a discontinued practice), which negatively impacts graduation statistics.

First-time Full-time Freshman Cohort Persistence Rates

Cohort		Percent Returning for				
Year	Size	2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall
Fall 2008	1,007	65.6%	46.7%	39.4%	36.5%	35.2%
Fall 2009	1,016	63.6%	44.7%	38.1%	36.1%	35.3%
Fall 2010	979	65.6%	44.0%	38.8%	36.8%	34.6%
Fall 2011	1,025	57.8%	45.8%	41.3%	38.4%	37.9%
Fall 2012	867	62.6%	43.6%	38.1%	35.1%	36.1%
Fall 2013	764	63.2%	45.4%	42.3%	39.7%	40.4%
Fall 2014	877	64.3%	49.6%	44.4%	42.4%	
Fall 2015	765	66.0%	52.4%	47.2%		
Fall 2016	815	63.1%	47.7%			
Fall 2017	708	68.4%				

Note. The most recent values in each column are preliminary (i.e., based on Fall 2018 census).

First-time Full-time Freshman Graduation Rates

Cohort		Percent graduating in			
Year	Size	3 rd Year	4 th Year	5 th Year	6 th Year
Fall 2006	642	2.8%	17.5%	26.9%	33.8%
Fall 2007	608	1.8%	18.4%	28.3%	32.9%
Fall 2008	1,007	1.5%	16.2%	27.7%	31.8%
Fall 2009	1,016	1.2%	17.3%	29.5%	33.4%
Fall 2010	979	2.9%	18.7%	29.6%	32.4%
Fall 2011	1,019	2.0%	18.6%	31.5%	35.0%
Fall 2012	867	2.9%	17.9%	28.3%	32.2%
Fall 2013	762	3.0%	20.9%	33.0%	
Fall 2014	877	2.9%	19.5%		
Fall 2015	765	3.3%			

Note. The most recent values in each column are preliminary (i.e., based on Fall 2018 census).



Colorado State University - Pueblo

Retention and Success Summary for Fall 2018

Freshman Cohort Summary

	Fall 2017 Cohort Return to 2 nd Fall			Fall 2014 Cohort 4-Year Graduation Rates			Fall 2012 Cohort 6-Year Graduation Rates		
	Cohort Size	Rate	% Change	Cohort Size	Rate	% Change	Cohort Size	Rate	% Change
Overall	708	68.4%	5.3%	877	19.5%	-1.5%	864	32.3%	-2.5%
Resident	570	70.7%	7.0%	725	20.4%	-0.5%	737	33.6%	-1.9%
Non-Resident	138	58.7%	-1.2%	152	15.1%	-6.9%	127	24.8%	-5.9%
Non-Resident - WUE	80	58.8%	-1.9%	84	17.9%	-4.3%	69	23.2%	-12.6%
Non-Resident - Non-WUE	58	58.6%	0.0%	68	11.8%	-9.8%	58	26.7%	1.7%
Minority	379	68.6%	5.3%	433	15.7%	-3.4%	444	31.5%	-1.4%
Hispanic/Latino	272	70.6%	4.3%	286	17.1%	-2.6%	315	33.9%	-1.3%
Multi-Racial	43	62.8%	3.5%	57	19.3%	4.1%	32	21.9%	-4.1%
Native American	4	~	~	6	~	~	2	~	~
Asian American	7	~	~	8	~	~	9	~	~
Black	49	65.3%	12.2%	75	6.7%	-14.3%	83	25.3%	-3.9%
Hawaiian/Pac Islander	4	~	~	1	~	~	3	~	~
Non-Minority	329	68.1%	5.3%	444	23.2%	0.3%	420	33.3%	-3.4%
International	11	81.8%	-1.5%	11	0.0%	-14.3%	8	~	~
White	307	67.8%	4.5%	424	24.3%	1.3%	391	33.6%	-4.0%
No Response	11	63.6%	11.6%	9	~	~	21	14.3%	-20.7%
Resident Minority	317	72.6%	8.9%	370	15.7%	-3.3%	378	33.2%	-1.6%
Resident Non-Minority	253	68.4%	4.6%	355	25.4%	2.6%	359	34.1%	-2.2%
Non-Resident Minority	62	48.4%	-12.6%	63	15.9%	-4.6%	66	21.2%	0.1%
Non-Resident Non-Minority	76	67.1%	8.6%	89	14.6%	-8.8%	61	28.6%	-10.4%
Female	354	76.0%	12.0%	415	26.0%	-0.7%	433	37.6%	-1.8%
Male	354	60.7%	-1.4%	462	13.6%	-1.2%	431	27.1%	-3.4%
Pell Recipient	340	65.3%	0.1%	386	13.7%	-3.9%	431	26.8%	-3.8%
Not Pell Recipient	368	71.2%	10.2%	491	24.0%	-0.2%	433	37.8%	-1.4%
First Generation	265	65.3%	6.6%	290	16.2%	-4.7%	250	31.6%	-6.2%
Not First Generation	443	70.2%	4.8%	587	21.1%	0.0%	614	32.6%	-1.0%
STEM *	171	64.9%	-5.9%	218	10.9%	-4.6%	226	30.8%	-6.2%
Non-STEM *	537	69.5%	9.0%	659	22.4%	-0.6%	638	32.9%	-1.1%
CCHE Index 0-100	353	57.8%	2.2%	456	8.8%	-2.9%	470	21.8%	-1.4%
CCHE Index 101-114	197	75.6%	7.4%	240	22.5%	-0.7%	260	36.8%	-7.1%
CCHE Index 115-124	86	76.7%	0.7%	111	40.5%	-4.2%	90	58.2%	6.8%
CCHE Indexes >= 125	41	95.1%	16.4%	58	55.2%	5.2%	30	83.3%	7.5%
CCHE Unknown	31	83.9%	23.9%	12	0.0%	-17.2%	14	26.7%	-15.3%

Note. Subgroups with fewer than 10 students are excluded from comparison. Percent change is compared to prior year.

* STEM programs as designated per Immigration and Customs Enforcement (ICE).



Colorado State University - Pueblo Retention and Success Summary for Fall 2018

Transfer Cohort Highlights and Summary

- Approximately 70% of transfer students from Fall 2017 returned for their second fall.
- Transfer Pell recipients have a higher graduation rate than non-Pell recipients; transfer first generation students also have a higher graduation rate than their non-first generation counterparts.

	Fall 2017 Cohort Return to 2 nd Fall			Fall 2014 Cohort 4-Year Graduation Rates			Fall 2012 Cohort 6-Year Graduation Rates		
	Cohort Size	% Rate	% Change	Cohort Size	% Rate	% Change	Cohort Size	% Rate	% Change
Overall	305	69.5%	0.3%	353	45.6%	-1.2%	416	48.6%	0.9%
Resident	243	70.0%	0.1%	255	45.9%	0.4%	346	48.8%	2.3%
Non-Resident	62	67.7%	1.0%	98	44.9%	-7.7%	70	47.1%	-4.4%
Non-Resident - WUE	26	76.9%	14.4%	39	61.5%	0.5%	33	57.6%	2.6%
Non-Resident - Non-WUE	36	61.1%	-9.2%	59	33.9%	-9.0%	37	37.8%	-11.4%
Minority	131	70.2%	2.2%	146	45.2%	-0.9%	170	45.3%	-3.8%
Hispanic/Latino	94	73.4%	6.0%	99	50.5%	-2.7%	116	50.0%	1.4%
Multi-Racial	12	75.0%	-10.0%	14	28.6%	-13.1%	22	36.4%	-6.5%
Native American	3	~	~	3	~	~	0	~	~
Asian American	3	~	~	2	~	~	6	~	~
Black	19	47.4%	-13.5%	26	38.5%	15.0%	25	32.0%	-18.0%
Hawaiian/Pac Islander	0	~	~	2	~	~	1	~	~
Non-Minority	174	69.0%	-1.2%	207	45.9%	-1.5%	246	50.8%	3.9%
International	8	~	~	23	43.5%	-20.8%	14	64.3%	31.0%
White	158	66.5%	-3.1%	173	45.7%	-2.7%	220	50.5%	2.1%
No Response	8	~	~	11	54.5%	27.2%	12	41.7%	-5.0%
Resident Minority	111	73.0%	3.5%	104	45.2%	-1.6%	137	47.4%	-0.6%
Resident Non-Minority	132	67.4%	-2.8%	151	46.4%	2.0%	209	49.8%	4.1%
Non-Resident Minority	20	55.0%	-7.1%	42	45.2%	2.9%	33	36.4%	-16.7%
Non-Resident Non-Minority	42	73.8%	3.8%	56	44.6%	-13.4%	37	56.8%	6.1%
Female	156	70.5%	4.4%	175	49.1%	1.3%	242	52.5%	3.7%
Male	149	68.5%	-4.2%	178	42.1%	-3.5%	174	43.1%	-3.2%
Pell Recipient	169	65.7%	-7.7%	195	46.7%	4.4%	228	49.1%	3.2%
Not Pell Recipient	136	74.3%	10.1%	158	44.3%	-8.3%	188	47.9%	-1.6%
First Generation	105	67.6%	0.7%	118	50.8%	9.3%	108	55.6%	6.6%
Not First Generation	200	70.5%	-0.2%	235	43.0%	-5.8%	308	46.1%	-1.2%
STEM *	56	67.9%	-5.3%	71	40.8%	6.2%	77	36.4%	3.4%
Non-STEM *	249	69.9%	1.8%	282	46.8%	-3.0%	339	51.3%	-0.2%
CCHE Index 0-100	247	69.2%	0.4%	308	43.5%	-1.6%	330	50.3%	4.3%
CCHE Index 101-114	24	87.5%	10.8%	25	68.0%	7.4%	24	50.0%	-13.0%
CCHE Index 115-124	9	~	~	4	~	~	11	54.5%	-16.9%
CCHE Indexes >= 125	3	~	~	5	~	~	5	~	~
CCHE Unknown	22	59.1%	13.6%	11	54.5%	~	46	32.6%	~

Note. Subgroups with fewer than 10 students are excluded from comparison. Percent change is compared to prior year.

* STEM programs as designated per Immigration and Customs Enforcement (ICE)



Colorado State University - Pueblo

Enrollment Report (Fall 2018 Census and Historical)

CSU-Pueblo Degrees Awarded and Student Credit Hours

All data reflect student headcount unless otherwise specified. Fall 2018 enrollment data are based on census data, which are preliminary.

	2013-14	2014-15	2015-16	2016-17	2017-18	One-Year Change	
Degrees Awarded	970	942	877	856	877	21	2.5%
Bachelor's	849	842	781	771	744	-27	-3.5%
Master's	121	100	96	85	133	48	56.5%
STEM Degrees *	125	153	147	137	137	0	-0.0%
Non-STEM Degrees	845	789	730	719	740	21	2.9%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	One-Year Change	
Student Credit Hours	57,353	53,445	53,584	51,623	49,369	-2,254	-4.4%
Headcount	4,535	4,244	4,242	4,055	3,936	-119	-2.9%
Undergraduate	4,274	3,988	3,986	3,818	3,720	-98	-2.6%
Freshman	1,194	1,170	1,219	1,032	980	-52	-5.0%
Sophomore	750	721	755	719	722	3	0.4%
Junior	929	819	808	810	768	-42	-5.2%
Senior	1,126	1,026	920	963	938	-25	-2.6%
Other	275	252	284	294	312	18	6.1%
Graduate	261	256	256	237	216	-21	-8.9%
New Undergraduate	1,247	1,162	1,135	993	1,026	33	3.3%
Female	2,418	2,232	2,246	2,101	2,055	-46	-2.2%
Male	2,117	2,012	1,996	1,954	1,881	-73	-3.7%
Nonresident, Non-WUE	325	308	280	311	329	18	5.8%
Nonresident, WUE	301	299	306	303	282	-21	-6.9%
Resident	3,909	3,637	3,656	3,441	3,325	-116	-3.4%
Not First Generation	2,952	2,549	3,008	2,788	2,670	-118	-4.2%
First Generation	1,576	1,694	1,234	1,267	1,266	-1	-0.1%
Not Pell	2,689	2,369	2,358	2,261	2,243	-18	-0.8%
Pell	1,839	1,875	1,884	1,794	1,693	-101	-5.6%
Non-minority	2,539	2,343	2,285	2,161	2,074	-87	4.0%
International	135	137	106	103	112	9	8.7%
Unknown	136	125	119	97	113	16	16.5%
White	2,268	2,081	2,060	1,961	1,849	-112	-5.7%
Minority	1,996	1,901	1,957	1,894	1,862	-32	-1.7%
Asian American	60	53	62	51	42	-9	-17.6%
Black	333	291	291	250	236	-14	-5.6%
Hawaiian/Pac. Islander	5	8	13	13	9	-4	-30.8%
Hispanic/Latino	1,403	1,322	1,345	1,348	1,354	6	0.4%
Multi-racial	167	202	229	211	197	-14	-6.6%
Native American	28	25	17	21	24	3	14.3%
Coll of Educ, Engr, & Prof Stud	1,498	1,466	1,471	1,439	1,422	-17	-1.2%
Coll of Humanities & Soc Sciences	1,441	1,327	1,313	1,185	1,088	-97	-8.2%
Coll of Science & Math	462	430	451	458	456	-2	-0.4%
Hasan School of Business	826	741	715	695	696	1	0.1%

* STEM programs as designated per Immigration and Customs Enforcement (ICE)



Colorado State University - Pueblo

Enrollment Report (Fall 2018 Census and Historical)

Fall 2018 Highlights

- The student RI population decreased by 2.9% in Fall 2018. Undergraduate students decreased by a smaller amount (-2.6%) than graduate students (-8.9%). This is to be expected given the large increase (57%) in graduate degrees conferred during academic year 2017-18.
- 48% of undergraduates have minority backgrounds, including 35% who self-identify as Hispanic.
- While 44% of students are from Pueblo County, the student population comes from 39 states and 41 countries.
- Fall 2018 new student enrollment (freshman and transfer) increased by more than 4%.

Fall Census Resident Instruction (RI) Headcount and Percent Change

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Undergraduate	4,815	4,981	4,549	4,387	4,269	3,990	3,987	3,819	3,720
Graduate	330	265	251	282	259	253	255	234	216
Total	5,145	5,246	4,800	4,669	4,528	4,243	4,242	4,053	3,936
1 yr change rate	2%	2%	-9%	-3%	-3%	-6%	0%	-4%	-2.9%
5 yr change rate				1%	-10%	-18%	-19%	-16%	-15.7%

Note. Does not include off-campus enrollment. Note that CSU-Pueblo had over 2,300 non-RI enrollments through extended studies offerings (approximately 725 FTE) in Fall 2017.

CSU - Global Campus
Enrollment and Demographic Trends: Fall 2013 - Fall 2018

	Fall 2013 ⁽²⁾ [6 months]		Fall 2014 ⁽²⁾ [6 months]		Fall 2015 ⁽²⁾ [Trimester]		Fall 2016 ⁽²⁾ [Trimester]		Fall 2017 ⁽²⁾ [Trimester]		Fall 2018 ⁽²⁾ [Trimester]	
Student Credit Hours⁽¹⁾	67,184		83,191		66,690		77,737		82,009		80,709	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Headcount⁽¹⁾												
Undergraduate	5,282	71.4%	6,506	70.3%	6,831	69.4%	7,741	66.7%	8,039	64.9%	7,676	61.5%
Graduate	1,824	24.6%	2,352	25.4%	2,643	26.9%	3,441	29.6%	3,922	31.7%	4,424	35.4%
Non-Degree Seeking	296	4.0%	401	4.3%	364	3.7%	426	3.7%	422	3.4%	380	3.0%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%
New Undergraduate^(1,3) (% UG)	1,930	36.5%	2,155	33.1%	1,782	26.1%	1,949	25.2%	1,919	23.9%	1,800	36.5%
Attendance Status⁽¹⁾												
Full-Time Students	3,092	41.8%	3,734	40.3%	2,084	21.2%	2,356	20.3%	2,392	19.3%	4,469	35.8%
Part Time Students	4,310	58.2%	5,525	59.7%	7,754	78.8%	9,252	79.7%	9,991	80.7%	8,011	64.2%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%
Gender⁽¹⁾												
Male	3,552	48.0%	4,247	45.9%	4,400	44.7%	4,945	42.6%	5,135	41.5%	5,025	40.3%
Female	3,850	52.0%	5,012	54.1%	5,438	55.3%	6,663	57.4%	7,248	58.5%	7,455	59.7%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%
State of Residence⁽¹⁾												
In Colorado	3,929	53.1%	4,413	47.7%	4,400	44.7%	4,832	41.6%	4,882	39.4%	4,844	38.8%
Out of Colorado in US ⁽⁴⁾	3,363	45.4%	4,743	51.2%	5,316	54.0%	6,625	57.1%	7,407	59.8%	7,561	60.6%
Foreign Country ⁽⁴⁾	110	1.5%	103	1.1%	122	1.2%	151	1.3%	94	0.8%	75	0.6%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%
First Generation⁽⁵⁾ (% UG)	1,786	33.8%	2,666	41.0%	2,871	42.0%	3,213	41.5%	3,165	39.4%	2,661	33.8%
Financial Aid⁽⁶⁾	Count	% UG	Count	% UG	Count	% UG	Count	% UG	Count	% UG	Count	% UG
Not PELL Recipient	3,674	69.6%	4,297	66.0%	4,406	64.5%	4,835	62.5%	5,178	64.4%	5,920	77.1%
PELL Recipient	1,608	30.4%	2,209	34.0%	2,425	35.5%	2,906	37.5%	2,861	35.6%	1,756	22.9%
Federal Loans Recipient ⁽⁷⁾	2,715	51.4%	3,871	59.5%	3,904	57.2%	4,592	59.3%	4,635	57.7%	3,090	40.3%
Total Undergraduate	5,282	100.0%	6,506	100.0%	6,831	100.0%	7,741	100.0%	8,039	100.0%	7,676	100.0%
Race/Ethnicity⁽¹⁾												
Asian	175	2.4%	284	3.1%	323	3.3%	421	3.6%	487	3.9%	572	4.6%
Black or African American	458	6.2%	600	6.5%	596	6.1%	829	7.1%	940	7.6%	990	7.9%
Hawaiian/Other Pacific Islander	30	0.4%	41	0.4%	38	0.4%	47	0.4%	42	0.3%	45	0.4%
Hispanic	801	10.8%	1,049	11.3%	1,130	11.5%	1,402	12.1%	1,549	12.5%	1,636	13.1%
Native American/Alaskan Native	57	0.8%	80	0.9%	80	0.8%	80	0.7%	70	0.6%	90	0.7%
White	5,030	68.0%	6,327	68.3%	6,102	62.0%	7,784	67.0%	8,336	67.3%	8,024	64.3%
Two or More Races	124	1.7%	76	0.8%	117	1.2%	297	2.6%	350	2.8%	371	3.0%
Non resident Alien	181	2.4%	30	0.3%	42	0.4%	54	0.5%	46	0.4%	43	0.3%
Race/Ethnicity Unknown	546	7.4%	772	8.3%	1,410	14.3%	694	6.0%	563	4.5%	709	5.7%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2013 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(5) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(6) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(7) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

**CSU - Global Campus
Enrollment and Demographic Trends: Fall 2013 - Fall 2018**

	Fall 2013 ⁽²⁾ [6 months]		Fall 2014 ⁽²⁾ [6 months]		Fall 2015 ⁽²⁾ [Trimester]		Fall 2016 ⁽²⁾ [Trimester]		Fall 2017 ⁽²⁾ [Trimester]		Fall 2018 ⁽²⁾ [6 months]	
Age Category⁽¹⁾												
24 or younger	790	10.7%	1,051	11.4%	1,060	10.8%	1,306	11.2%	1,366	11.0%	1,360	10.9%
25-34	3,291	44.5%	4,184	45.2%	4,443	45.2%	5,375	46.3%	5,670	45.8%	5,558	44.5%
35-44	2,154	29.1%	2,650	28.6%	2,837	28.8%	3,193	27.5%	3,496	28.2%	3,661	29.3%
45-54	964	13.0%	1,139	12.3%	1,251	12.7%	1,451	12.5%	1,520	12.3%	1,534	12.3%
55-64	191	2.6%	219	2.4%	234	2.4%	273	2.4%	311	2.5%	337	2.7%
65 and older	5	0.1%	8	0.1%	12	0.1%	10	0.1%	20	0.2%	30	0.2%
Unknown	7	0.1%	8	0.1%	1	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	7,402	100.0%	9,259	100.0%	9,838	100.0%	11,608	100.0%	12,383	100.0%	12,480	100.0%
	AY2012-13		AY2013-14		AY2014-15		AY2015-16		AY2016-17		AY2012-13	
Degrees Awarded⁽¹⁾	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Bachelors	701	68.5%	896	70.2%	1,334	72.8%	1,729	71.7%	1,778	67.8%	1,733	63.7%
Masters	323	31.5%	380	29.8%	498	27.2%	681	28.3%	844	32.2%	987	36.3%
Total	1,024	100.0%	1,276	100.0%	1,832	100.0%	2,410	100.0%	2,622	100.0%	2,720	100.0%

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2012 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates

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CSU Global Campus: Retention Report

FY Retention Since Start Cohort			First to 2nd Year Retention			Year 3			Year 4			Year 5			Year 6		
Fall Term	LEVEL	Cohort	Ret	Grad	Tot	Ret	Grad	Tot	Ret	Grad	Tot	Ret	Grad	Tot	Ret	Grad	Tot
Fall 2010	UG	530	47%	42%	89%	16%	49%	65%	9%	51%	60%	7%	53%	60%	3%	54%	57%
Fall 2011	UG	707	43%	37%	81%	14%	45%	59%	9%	49%	58%	6%	49%	56%	3%	50%	54%
Fall 2012	UG	798	46%	40%	86%	14%	48%	62%	13%	51%	63%	8%	53%	61%			-
Fall 2013	UG	1,351	43%	41%	84%	16%	47%	64%	12%	50%	63%			-			-
Fall 2014	UG	1,616	45%	36%	81%	16%	44%	60%			-			-			-
Fall 2015	UG	1,278	45%	39%	85%			-			-			-			-
Fall 2016	UG	1,313	40%	30%	69%			-			-			-			-

The cohort includes students who started their program in the Fall terms with full-time enrollment.

Retention is based on the student taking courses in a subsequent fiscal year after the student started the program; if student both took courses and graduated within the same fiscal year, the student is reported as Graduated to ensure that the student is only counted once.

Section 12

Annual Research Reports

- Colorado State University, VP for Research
- CSU-Pueblo, Provost
- CSU-Global Campus, Provost

BUILDING NEW FOUNDATIONS

Research Magazine for
Colorado State University

EXQUISITE RESOLUTION:

MICROSCOPES
ILLUMINATE HIDDEN,
INTRACELLULAR
WORLDS

PLAGUE BACTERIA

may be hiding in common soil
or water microbes

GAME CHANGER:

New virtual reality
program



Alan Rudolph

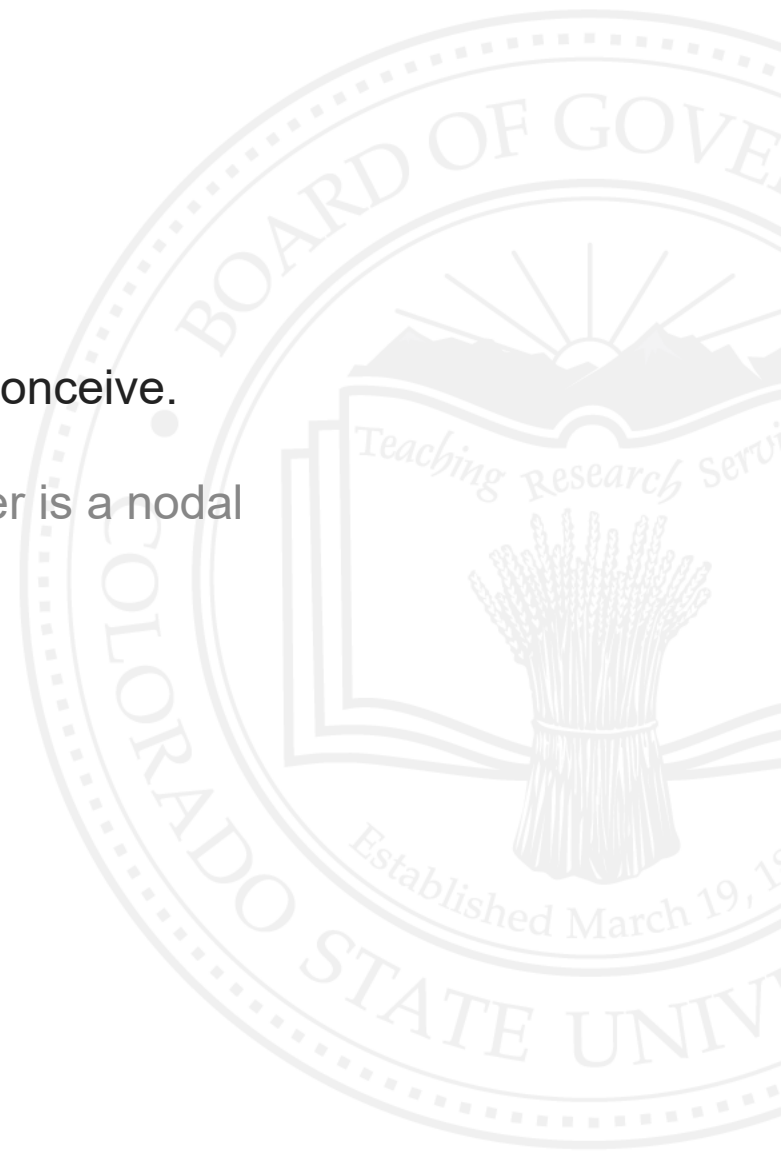
*Vice President for Research
Colorado State University*

*The Office of the Vice
President for Research
enables the University, its
faculty, staff and students to
emerge as a world-class
research institution
complementing our learning,
service and outreach
missions.*

i·de·ate
/'ɪdē, āt/
Verb

form an idea of; imagine or conceive.

"the arc whose ideated center is a nodal point in the composition"



Aligning Strategic Investments in People and Ideas Catalyst Team (2015), Cluster Hire (2016)

Partnership for Air Quality, Climate and Health (PACH)

Video link: <https://youtu.be/fMUZrCOybxs>



Microbiome Cluster Hire

analyzing communities of microorganisms and the processes that connect them



humans

antimicrobial resistance
nutrition and health



animals

food safety and security
animal health



plants

crop health
crop sustainability



environment

climate science
air, water and soil health



10

microbiome experts

20+

collaborative affiliates

\$30M+

in funded research

New Catalyst Team and Cluster Hire: Healthy Aging ²⁹⁰

Music, Equine and Dance Therapy
Interdisciplinary Team

Evidence Based Outcome Studies
Novel Interventions – VR

Arts, Humanities and Social Sciences
Integration

Video link: https://youtu.be/UrDyfUq_AIE



Scaling Access To Energy with Smart Village Microgrids: Focus Africa



ENERGY
INSTITUTE
COLORADO STATE UNIVERSITY

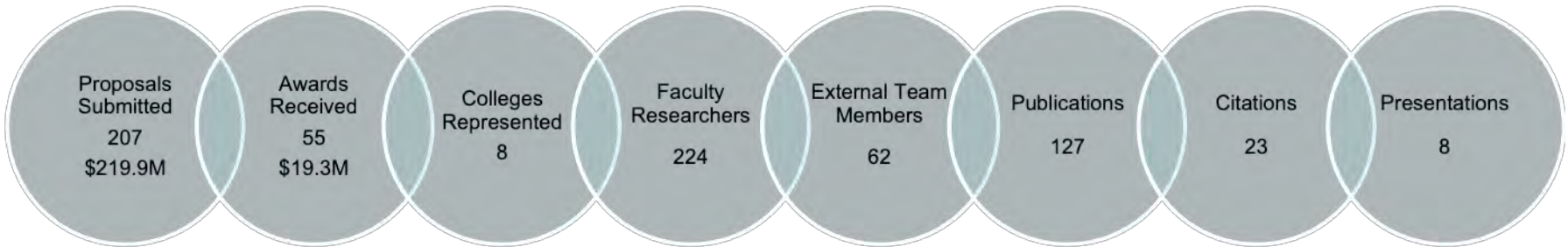
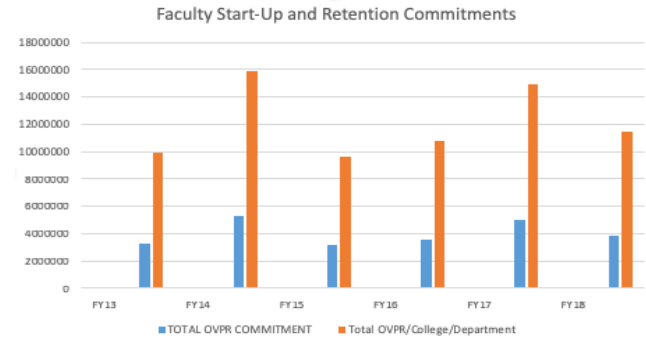


Nodal Points of Strategic Research Alignment and Investments: Catalyzing Impact 292

Cluster Hires (2015-2018)

Microbiome

Partnership for Air Quality, Climate and Health
Center for Healthy Aging



- Smart Village Microgrids
- Partnership for Air Quality, Climate and Health

Catalyst for Innovative Partnerships Program, (2015- present)

\$2.4M invested – RAO supported



Translational Medicine
Institute



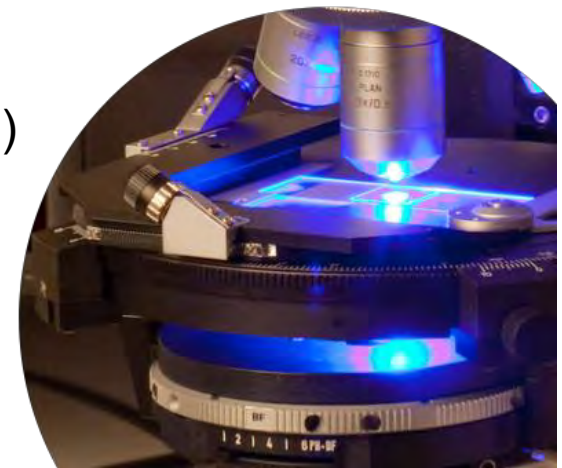
*New Lecia BOND RXm
immunostainer
purchased through the
C-Cubed grant*



CIF
Renovation

Continued Focused Investments: Core Facilities and Research Equipment

- Enhancing CORES Capacity and Capabilities (C-Cubed)
- BioMARC expansion
- CIF renovation
- Shared investments and coordination with Facilities



A Culture of Excellence and Accountability in Research Operations

- Sponsored Program investments in compliance have resulted in favorable audit outcomes, environment of regulatory upgrades continues
 - Investments in campus training programs and software
 - Pueblo research administration coordination and support
- Enhanced medical research infrastructure





Amy Charkowski
Agricultural
Sciences



Kristin Buchanan, Physics



Brian Foy,
Vector
Research



James Hurrell
Climate Scientist
Scott Chair

\$375M

Research Expenditures

+10.8%



Center for Management of Military Lands

**Overall
Awards:**
\$339 million
+7.8%

**Federal
Awards:**
\$257 million
+3.9%

**Awards for New
Projects:**
\$158 million
+3.3%

**Industry
Proposals Sent**
\$39.3 million
+36.4%

Looking ahead to new areas of growth

A FRAMEWORK FOR SUCCESS

Connecting CSU Discoveries to Global Impacts ²⁹⁷



OVPR



Research
Acceleration

**Global
Research
Impact
Team**
Energy
Health
Agricultural
biotech/security
Emerging areas
Thematic
Fundraising

Research
Advancement





The Power of Student Engagement in Research

PRSE
 Grad Show
 3 Minute Challenge
 VPR Fellows
 VR Initiative
 You@CSU



Engagement-Driven Institutional Opportunities: Mixed Reality

- VR Symposium/Create-a-thon visibility for faculty and students
- CSU Curricular and Faculty Research Development
- CSU Advancement and Admissions Units now engaged



Video link:

<https://youtu.be/d5fYT0-NSZU>

- CSU Virtual and Augmented Reality Initiative led to Richardson Design and HEOC building where 50-100 students and faculty will collaborate

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One of the Greatest Opportunities We Face: Engaging CSU Research with Student Wellness and Success



“In those 10 years, around 6,400 students who sat in seats at convocation didn’t cross a graduation stage. In fact, 202 of them are no longer alive – 55 by their own hands. What dreams were lost? What potential unfulfilled?”
- Tony Frank, September 2018

Translational Medical Research Investments Complement CSU Medical School Activities

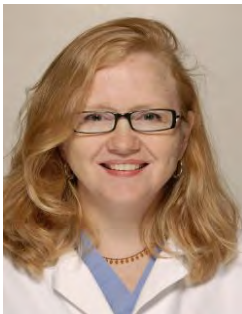
301



David Paterson,
AVP for Research Translation
and Commercialization

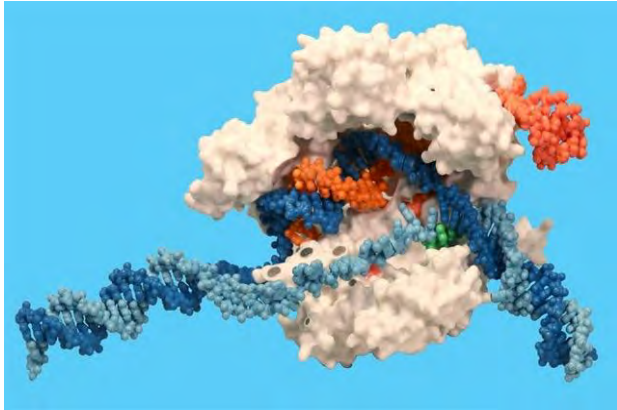


- Facilities enhancements: TMI, BioMARC, Foothills Research Task Force
- Regulatory compliance infrastructure
- UC Health/Anschutz integration opportunities (mental health/aging, regenerative med)
- Chief Medical Research Officer: New position established 2018-2019



Heather Pidcoke
Chief Medical Research
Officer

Making Greater Impact Through Translational and Transactional Discoveries ³⁰²



Gene Editor CRISPR

Areas of Focused Transaction Alignment with CSU/CSURF strategic investments:

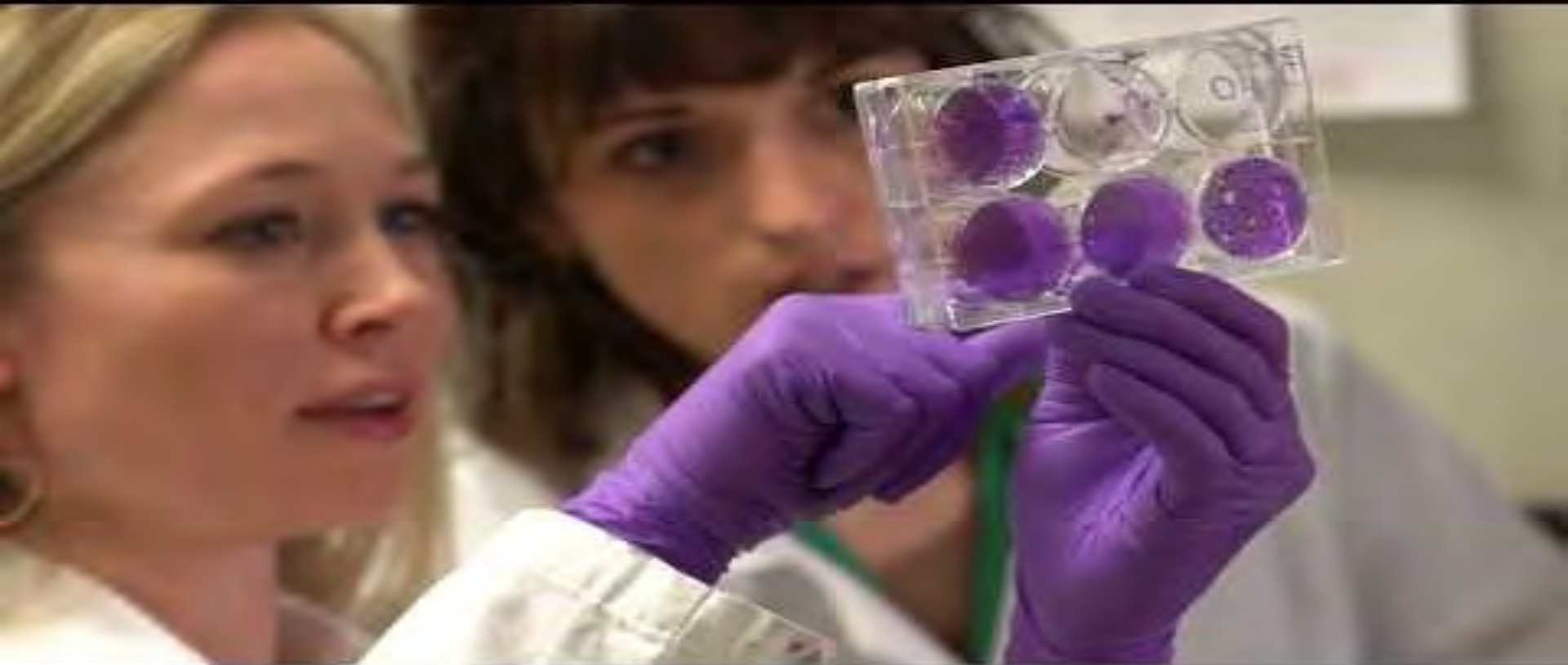
Microbiome
Regenerative Medicine
Infectious Disease Countermeasures
Gene Editing
Virtual and Augmented Reality
Diagnostics
Faculty Engagement

2018 Tech Transfer Statistics:

- 112 Invention Disclosures (up from 101)
- 36 License Agreements (down from 44)
- 124 Patent Applications (down from 164)
- 5 Start Ups (down from 6)
- \$1.83M in License Revenue (down from \$3.06M)
- 53 Issued Patents (down from 66)

Translational Impacts in Global Health³⁰³

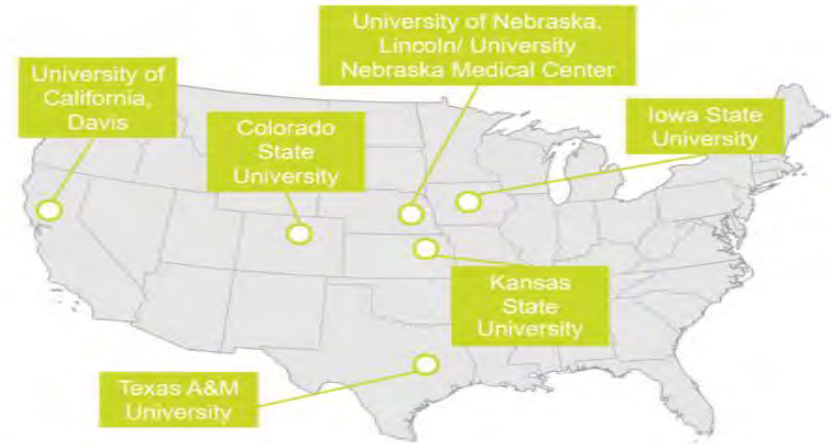
Video Link: https://youtu.be/mnjU_KI-FYE



Building New Coalitions in Ag Biosecurity³⁰⁴ to Protect Colorado & the US Agricultural Base

CERES

Coalition for Epi Response
Engagement and Science



Visit scheduled Sep 17

Next Coalition Meeting:
Texas A&M

Industry and International
Ag Biosecurity Focus

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BUILDING NEW FOUNDATIONS

Research Magazine for
Colorado State University

EXQUISITE RESOLUTION:

MICROSCOPES
ILLUMINATE HIDDEN,
INTRACELLULAR
WORLDS

PLAGUE BACTERIA

may be hiding in common soil
or water microbes

GAME CHANGER:

New virtual reality
program



Thank you!

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Research Report

Colorado State University – Pueblo

December 5-6, 2018
Mohamed Abdelrahman,
Provost/Executive VP for Academic Affairs

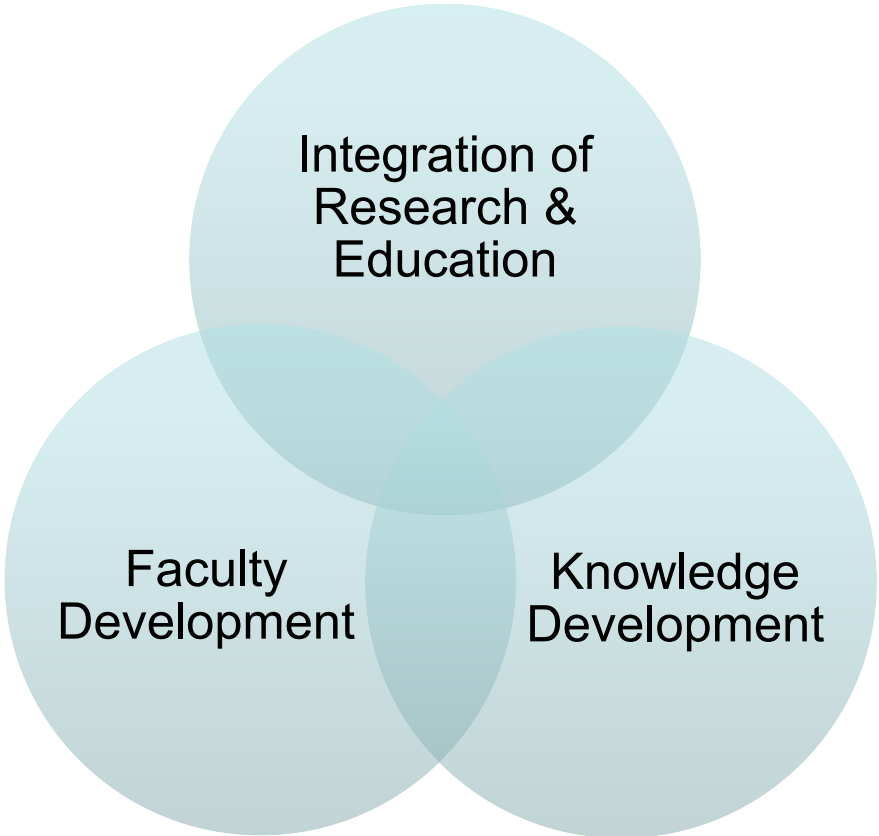
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COLORADO STATE UNIVERSITY SYSTEM

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





External Funding

Source	FY 18 Funding
US Department of Education	\$4,360,656
Institute of Cannabis Research	\$1,800,000
Other Federal and State Sources	\$648,620
Total	\$6,809,276

Funding Sources

US Department of Education
State of Colorado-ICR
Federal Highway Administration
National Science Foundation-SUBAWARD
U.S. Fish and Wildlife-SUBAWARD
NASA-SUBAWARD
Colorado Department of Higher Education
Colorado Department of Human Services
Colorado Department of Transportation
Board of Water Works
Pueblo County
Colorado Associations of Libraries
Private Sources



Communities to Build Active STEM Engagement (CBASE)



- US Department of Education Title III grant for capacity development
- \$5.9M over 5 years - Project in Year 3
- Focus: increase enrollment, retention, and graduation rates in STEM fields among Hispanic and low income learners.



The CSU-Pueblo CBASE Program integrates:

- curricular (new and redesigned coursework),
- co-curricular (undergraduate research opportunities, mentorship, student services),
- programmatic (professional development, community building, and seminar series)



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PROGRAM HIGHLIGHTS ³¹³

GRADUATION AND PERSISTENCE

Year 1 – CY 2017

Directly supported 43 students
 22 Graduated
 21 Enrolled F18

} 100% Grad/Persist

Year 2 – CY 2018

Directly supported 108 students
 15 Graduated
 86 Enrolled F18

} 94% Grad/Persist

RESEARCH COMMUNITIES

- Recruited 96 students into 3 different research communities to date
- Students have achieved multiple national awards

SCIENCE LEARNING CENTER

- The SLC saw 4170 visits (F17), 3301 visits (S18), and 500 visits (Sum18)
- The SLC had an average satisfaction rating of 4.86 (out of 5) by the students who utilized our support.
- Each semester, students who utilize the SLC are more likely to succeed in their courses.

STEM CENTER FOR EDUCATION AND ENGAGEMENT (SCEE)

- Recruited, identified, and hired 52 Experiential Education (EE) students to work on over 25 different EE projects.
- Supported 15 students in professional certifications
- We provided over 30 professional development opportunities for students.

PASSCHEM AND CURRICULAR REDESIGN

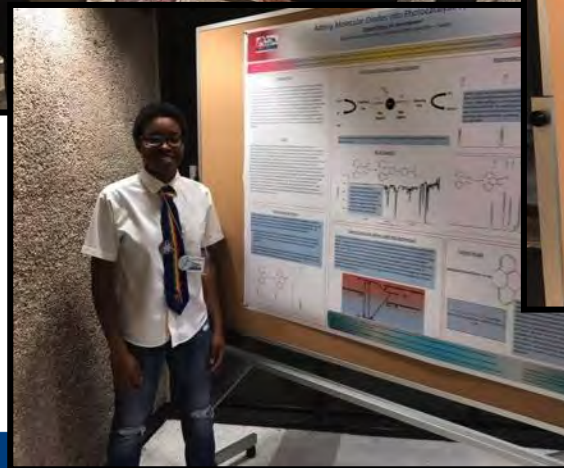
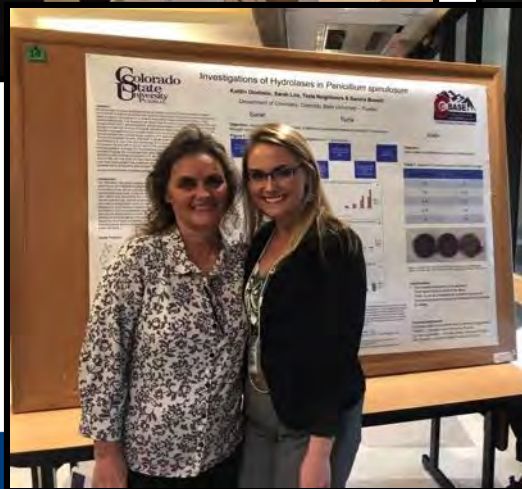
- Supported 17 Course Redesigns to date
- Recorded dramatic improvement in pass rates over baseline data
- Improved student comprehension, attendance, and retention in classes

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CBASE Friends and Family Night ³¹⁴ Thursday October 18, 2018

**43 Research Posters for 3 Research Communities
Biology, Chemistry, Engineering**



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Institute of Cannabis Research (ICR)

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Program - 6 tracks for parallel sessions:³¹⁶

- > Public Policy and Regulation
- > Public Health and Education
- > Agriculture and Plant Biology
- > Medical and Therapeutic Uses
- > Commerce, Business, and Environment
- > Endocannabinoid System

ICR Conference 2019
(March 23-25 at CSU-Pueblo)



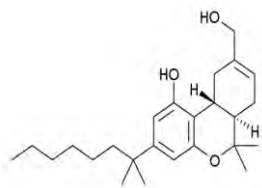
Journal of Cannabis Research
- Published in partnership with Springer Nature

Launched September 2018 - Now accepting submissions

Fiscal Year 2019 Research:

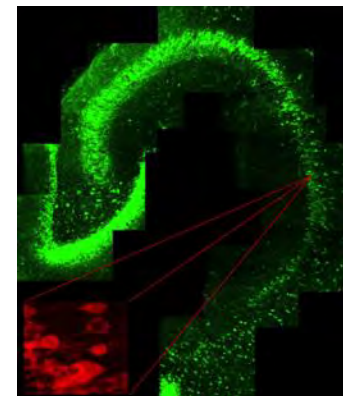
Funded Projects: 12 Faculty/Staff: 22 Students: 35

\$1.8M from legislature (all for research) in FY2018 (doubled from FY2017).



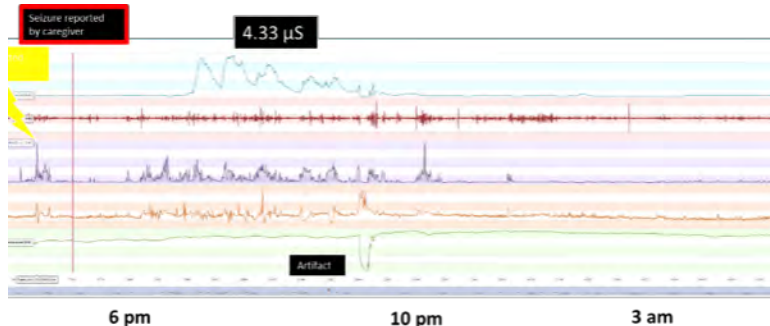
Neuroscience of Learning and Memory

- Uncovering the true medicinal properties of cannabinoids
- Modulation of NMDA-Receptor Dependent Neurological Function by Dexamabinol



Cannabinoid effects on seizures in adults with medically refractory epilepsy

- Prospective, longitudinal, observational study
- Participants are followed for a period of six months
- Participants wear an E4 wristband (Empatica) for daily wireless physiological recording



NOTE: No cannabinoids are provided to the participants of this study by the researchers.

Cannablock: A Blockchain Application

Dr. Yaona Long, Dr. Kuangquan Huang, Dr. Richard Kromann, Alex Merck, Ryan Garbus, Jared Horvath, Christopher Georg, and Tony Frost

Purpose:
An ICR Institute of Cannabis Research funded project starting from the end of Dec. to the end of Feb. Each iteration includes, ideally, a scientific publication. Apply Blockchain technology to track Cannabis supply chain. Increase, maximize, transparency with user use. Explore scientific management alternatives. Enable faculty and student engagement.

Architecture of our System:
Built on top of Hyperledger Fabric. Most products Hyperledger platform. Hybrid permission blockchain. Open source. Not some questionable. Many Hyperledger Concepts. Allow to development of Hyperledger Public blockchains on a more distributed "higher level" Allow for the development of multiple assets (generally small) resources. Allow governance of 2-3 party white sets.

Environment Data Flow:
Data can be passed via Apache Cloudify. All on EC2 server with openstack support handling. Connect to the user marketplace to research, using new APIs. Market can be connected to an "asset" card. - 3.000 and connection profile, resources for

Implementation:
A new application that allows users to add their own data to a blockchain network.

Insights:
- Documentation change frequency. - Features can be implemented on many assets. - Multi-level, platform-level, API-level, client-level. - Feature features, already can change. - Asset involves can be a single.

Blockchain application can track the best quality. Hyperledger publishes data from its built-in asset API that can manage Blockchain (IoT) existing applications easily. Having your data flow is a must!

References:

Blockchain Project:

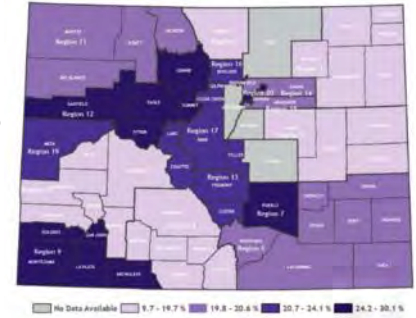
- Using **Blockchain** technology to track **cannabis supply chain**



Institute of Cannabis Research : Research Project Highlights
 COLORADO STATE UNIVERSITY-PUEBLO

318
 REGIONAL BREAKDOWN

Of youth who currently use marijuana



K-12 Student Cannabis Use, Prevention, and Interventions

- Student Cannabis Use – Perceptions, Accessibility, Infractions
- Prevention – Marijuana Education and Prevention
- Interventions – Restorative Justice



Hemp fibers in Engineered Materials

- Optimize the amount of hemp to create reinforced 3D printed plastic parts in the Fused Filament Fabrication (FFF) process
- Hemp composites as construction materials

Whole Genome Sequencing & Identification of genetic variations for molecular breeding

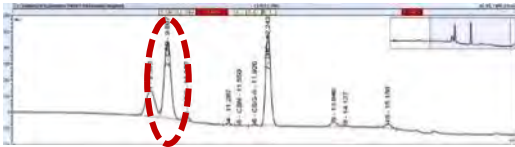
- Complete gene sequencing at chromosomal level (gene mapping)
- Understand cannabinoid biosynthetic pathway
- Fiber and oil development
- Single nucleotide polymorphism (SNP)



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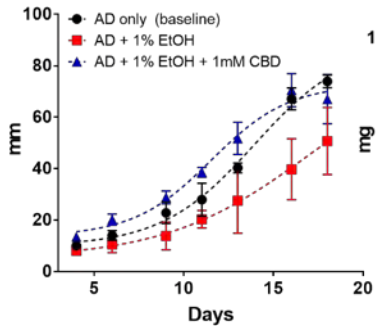
Development of a novel extraction and isolation method of cannabidiol (CBD) from bulk industrial hemp

- Efficient automated extraction technique
- In-extraction decarboxylation of CBD-A to CBD
- Isolation of CBD using flash chromatography



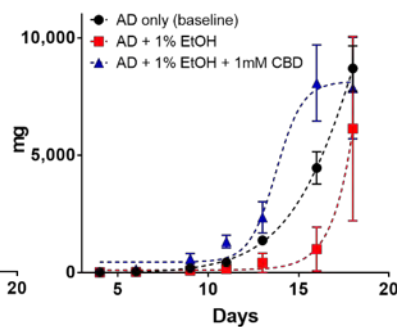
B.

Size (1%EtOH + 1mM CBD)



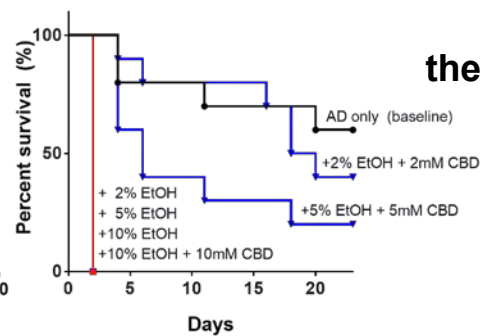
C.

Weight (1%EtOH + 1mM CBD)



D.

Survival Rate



Contrasting roles of cannabidiol as an insecticide and rescuing agent for ethanol – induced death in the tobacco hornworm *Manduca sexta*



- CBD protects against ethanol toxicity in *Manduca sexta*
- CBD improves food searching and dietary consumption in *M. sexta*
- CBD affects the ganglion response of *M. sexta* larvae against electric stimuli



Internal Grants

Internally funded SEED and SURP grants:

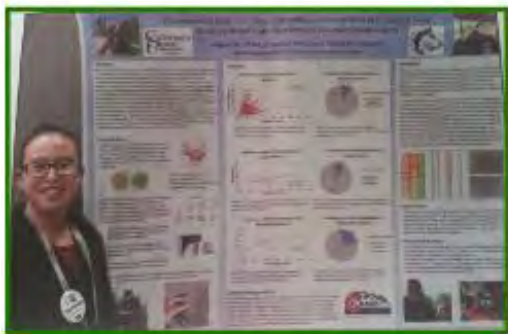
- SEED grants – seed monies for faculty research, to lead to journal article submission and/or sufficient research data that can then lead to external grant submission.
 - Typically ~10-15 awarded per year, ~\$5K-\$8K each (11 this year, \$1.5K-\$8K each)
- SURP grants – summer undergraduate research program grants, to fund students and supplies.
 - Typically ~10-15 awarded each summer (5 summer 2018, \$1.5K-\$2K each).
- Reassigned time for research active faculty



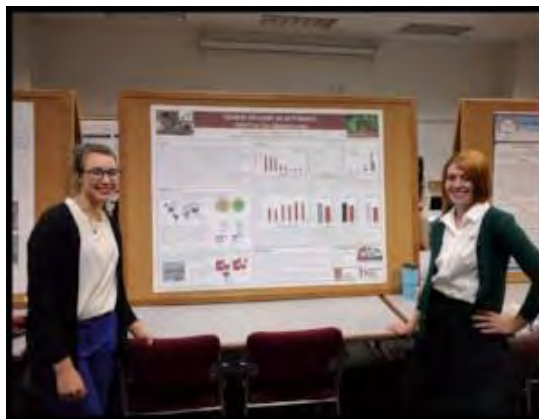
Integration of Research and Education

Integration of Research & Education ³²²

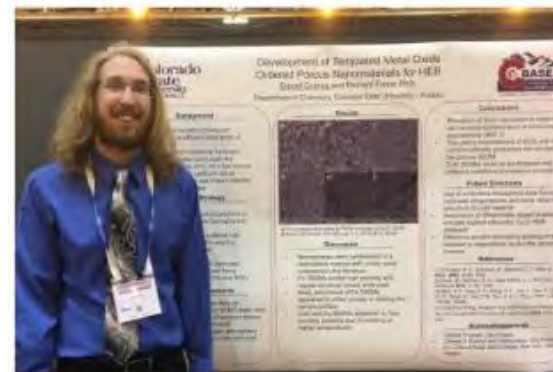
- Much research includes undergraduate or master's students, with most earning credit through established Research Courses.
- For each credit hour of research, students spend at least 3 to 4 hours per week working and the courses count toward their major elective credits required for their degree.
- The culmination of the research often involves presentation at a national or regional professional meeting and hopefully publication in peer reviewed journals.



Alyssa Torres and her award-winning poster at the 38th Annual Meeting of the Society of Environmental Toxicology and Chemistry North America (SETAC), Minneapolis, MN.



Erika Krow and Jessica Costlow presenting at the American Society for Microbiology Conference.



Daniel Conroy presenting at the American Chemical Society Meeting in New Orleans, LA.

BOARD OF GOVERNORS of the
COLORADO STATE UNIVERSITY SYSTEM

Integration of Research & Education Examples

- **Krista D. Bridgmon, Ph.D., NCC**

Three classroom exercises that are currently in press towards an e-book for innovative college teaching.

- Empathy using labels: Classroom diversity activity.
- Classroom exercise for examining emotional vocabulary.
- The symbolic puzzle of teaching intake interviewing.

- **Department of Social Work** is working with CSU-Ft. Collins to bring the Campus Connections mentoring project to CSU-Pueblo. The program will utilize university students to provide mentoring for at-risk youth in the Pueblo community.

- **Daniel Bowan, Ph.D.**

Establishing The Institute of Ecotourism Studies: Undergraduate students from CSU-Pueblo, Ft. Collins and Autonomous University of Baja California Sur

Integration of Research & Education

Campus dissemination

Sixth annual campus-wide Student Works Symposium April 6, 2018

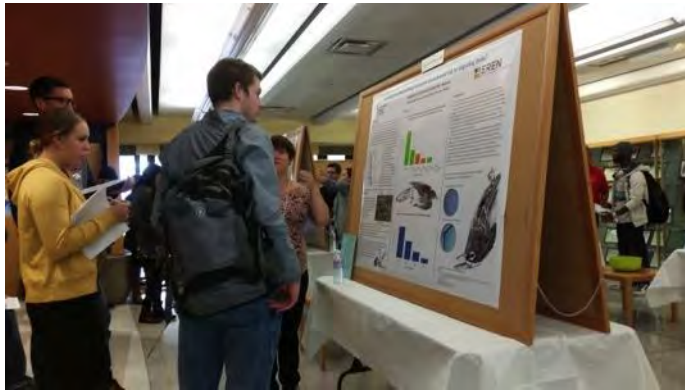
- 78 posters (most with 2+ student coauthors)
- 45 oral presentations (most with 2+ student coauthors)
- 262 student presenters from biology, business, chemistry, communication and rhetoric, engineering, English/creative writing, mass communication, music, nursing (BS and MS), psychology, sociology

Integration of Research & Education

Campus dissemination ...

College and departmental activities – examples:

- Annual spring psychology student research forum
- Annual fall College of Science and Mathematics student research symposium (14th annual fall 2018)



Future Direction

- Re-establish an office of Research and Sponsored Programs
- Increase collaboration with CSU-FC on Research Development, Research Compliance & Intellectual Property
- Increase research funding and productivity @ CSU-Pueblo



Questions?

CSU-Global



Research and Partnership
Update

December Board of
Governors Meeting



Research and Partnerships

- **Scholarship**
 - Publications
 - Presentations
- **Faculty Professional Development and Academic Projects**
- **Partnerships**



Summary & Questions

Section 13

Consent Agenda

- A. Colorado State University System
 - Minutes of the October 4, 2018 Meeting and Committee Meetings
 - Minutes of the October 5, 2018 Meeting and Committee Meetings
- B. Colorado State University
 - Master of Agribusiness Innovation and Management
 - Master of Conservation Leadership
 - Doctor of Systems Engineering
 - CSU: Faculty Manual Revision – Section C.2.1.9.3 – C.2.1.9.6
 - CSU: Faculty Manual Revision – Preface and Section H
 - CSU: Faculty Manual Revision – Section E.13
- C. Colorado State University-Pueblo
 - B.S. in Health Sciences
 - Academic Calendar – AY 2019-2020 and AY 2020-2021

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University, Fort Collins
October 4, 2018**

CALL TO ORDER

Chair Munn called the meeting 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, 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; Henry Sobanet, Chief Financial Officer, 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: Mohamed Abdelrahman, Provost, CSU-Pueblo; Pat Burns, Vice President for Information Technology and Dean of Libraries, CSU; Jody Donovan, Assistant Vice President for Student Affairs and Dean of Students, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Kathleen Fairfax, Vice Provost for International Affairs, CSU; Karen Ferguson, Provost and Vice President of Strategic Innovation, CSU-Global Campus; Mark Gill, Chief of Staff, CSU; Scott Harris, Chief of Police, CSU; Kathleen Henry, President/CEO, CSURF; Margaret Henry, Treasurer, CSU System; Donna Souder Hodge, Associate Professor of Rhetoric and Special Assistant to the President for Visioning, CSU-Pueblo; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, REO, CSURF; Jan Leach, Associate Dean for Research, College of Agricultural Sciences, CSU; Elias Martinez, Assistant Vice President for Brand Strategy, External Relations, CSU; Tom Milligan, Vice President for External Relations, CSU; Ajay Menon, Dean, College of Agricultural Sciences, CSU; Cheri O'Neill, President/CEO, CSU Foundation; James Pritchett, Executive Associate Dean, College of Agricultural Sciences, CSU; Monica Rivera, Assistant Director, Women and Gender Advocacy Center, CSU; Alan Rudolph, Vice President for Research, CSU; Matt Shiveley, Director of Organizational Effectiveness, CSU-Global Campus; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Kim Tobin, Vice President of University Development, CSU; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Niki Whitaker, Chief of Staff, CSU-Pueblo

Chair Munn convened the meeting and began by acknowledging that Dr. Frank will serve exclusively as the Chancellor of the CSU System (CSUS) as of July 1, 2019.

PUBLIC COMMENT

Chair Munn confirmed no one had signed in to address the Board.

BOARD CHAIR AGENDA

Chair Munn reviewed the meeting agenda and asked Dr. Miranda to comment on the location. Dr. Miranda provided an overview of the renovation and related funding for the Michael Smith Natural Resources Building.

AUDIT AND FINANCE COMMITTEE

Committee Chair Robbe Rhodes convened the meeting and asked Ms. Serrano for her report.

Status of FY 2018-19 Audit Plan: Ms. Serrano noted the additional columns in the report for audit timelines of projects entering into the fieldwork phase and for comments to explain any adjustments that have occurred. She reviewed the audits completed and/or reports issued since the last meeting that include the CSU University Advancement Data Security audit with two recommendations as previously reported; CSU Continuous Auditing utilizing data analytics and testing script for the CSU Athletics Dept. and CSU Office of Sponsored Programs; and the CSU Social Media audit with two recommendations. Executive summaries for the reports were provided in the meeting materials.

Ongoing audits include CSU-Pueblo Human Resources; CSU Athletics Compliance; CSU INTO; CSU College of Veterinary Medicine and Biomedical Sciences; and the CSU-Pueblo Capital Accounts special project. New audits initiated are CSU-Global Campus Cloud Computing and a small scope special project for CSU Advancement. There were no overdue recommendations at this time.

Internal Audit Five-Year Strategic Plan: Ms. Serrano reported the full strategic plan was sent to the Board and the presentation would focus on the highlights. The timing for the new strategic plan fit well with the new Internal Audit (IA) leadership and the completed IA quality assurance review. She reviewed the methodology that began with a SWOT analysis compiled from feedback solicited from all of the IA stakeholders. The feedback was then evaluated and translated into seven strategic objectives with related initiatives and metrics benchmarked against peers. Ms. Serrano responded to questions on how the IA activities would align with the CSUS in the annual risk assessment process and efforts to shift from a “canned” audit process to focus on the critical risk areas for the institutions.

Approval of Revised Audit Charter: During the 2018 quality assurance review, the independent validator recommended defining the nature of assurance and the consulting activities within the Audit Charter and to eliminate unnecessary signature lines. Committee Chair Robbe Rhodes asked for a motion to approve the revised Audit Charter. **Motion/Action:** Governor Flores moved; Governor Gabel seconded; and the motion carried unanimously.

State Budget Update: Mr. Sobanet reported the economic forecasts from both the Legislative Council and the Office of State Planning and Budget (OSPB) indicate the Colorado economy continues to be strong. While the continuing economic growth may require TABOR rebates, there could be an overall 4% increase in the General Fund. Debt, trade policies and other federal issues may impact the economy.

The Department of Higher Education (DHE) wants to reopen the funding model from HB1319 and efforts are underway to understand the goals and scope. The new gubernatorial administration will also have input on the state budget. Mr. Sobanet responded to a question on the two transportation ballot issues. Dr.

Frank noted the Board has historically not taken a formal position on legislative issues that do not directly impact higher education.

Campus Budget Updates with Tuition Discussion: Mr. Sobanet indicated each campus would present its draft FY 2020 budget.

Colorado State University: Ms. Johnson explained the format of the draft E&G budget. The original inflation-only scenario presented at the August meeting was provided along with three additional scenarios of 1%, 3% and 5% increases in resident undergraduate tuition, and varying state funding levels and salary/benefit adjustments. The fall 2018 census has been completed and the approximate \$11 million in enrollment growth has been calculated by the number of FTE students and the net tuition amount. An explanation of how the enrollment growth is allocated between the academic units, the Provost's Office and the overall E&G budget was provided. Resident enrollment has remained relatively stable and is consistent in each of the scenarios. The enrollment growth has been primarily from non-resident students.

Ms. Johnson reviewed the tuition, state funding and financial aid in each scenario. There is a commitment to allocate 20% of the resident tuition rate increase for Pell-eligible resident students who are guaranteed coverage for 100% of tuition and fees, and scholarships for half of the tuition for students just above Pell-eligibility. Dr. Frank recalled that the Commitment for Colorado program has been in place for a decade and has worked well for low-income families with less impact for the economic level above Pell-eligibility. The program is being re-evaluated and the current formula is retained in the budget scenarios for planning purposes. Ms. Johnson noted the financial aid includes a merit-based grant program for non-resident students and there is tuition discounting through the Western Undergraduate Exchange (WUE) program. Dr. Frank explained how the merit-based financial aid for non-residents is essentially tuition discounting.

Ms. Johnson described the new expenses that include mandatory costs, i.e., utility increases, expenditures related to new buildings becoming operational, and increases in fringe benefits. If approved, a new geothermal plant near the recreational fields would increase efficiencies and capacity for the main campus. Dr. Frank commented on how the internal reallocations only pertain to the E&G budget and the intent to retain the line item.

In response to questions on increases in the salary lines and wage gaps, Dr. Frank explained the living wage initiative that has been implemented for the lowest paid employees. Decisions on the distribution of salary pools are made by the units. Ms. Johnson noted that annual increases for state classified employees are determined by the state. A budgeter tool is available on the CSU website that allows individuals to adjust allocation dials for line items that are within the control of the university.

Colorado State University-Pueblo: Mr. Spiecker reported the budget is constructed in a similar format with the initial inflation-only budget presented in August and three additional scenarios with changes in tuition, state funding and the salary benefit pool. A significant change from the prior presentation is the anticipated enrollment has been conservatively adjusted from a 2.5% decline to 3.2% decline based on the worst case scenario developed by the Office of Institutional Research. Retention rates are good and feedback on the new enrollment initiatives has been positive. Tuition increases are the same across all categories and 25% is allocated for need-based and merit-based financial aid. The implementation of new merit-based financial aid programs have helped the university be more competitive with peer institutions.

Under new expenses, health benefits are projected to increase by 4.1%. The faculty compensation line includes \$100,000 earmarked for faculty promotions and the remainder for increases across all staffing categories. Utility costs are the primary component of mandatory costs with Pueblo having some of the highest utility rates in the state. The \$12.5 million investment to reduce energy consumption has been

successful with the savings directed towards debt service payments. A new initiative for solar energy as a provider of renewable energy on campus is being explored. Other mandatory costs include the contract with the Pueblo Sheriff's Office and statewide indirect costs. At the direction of Dr. Mottet, a budgetary advisory group was convened to help balance the current fiscal year budget and the effort will probably continue to align expenses and revenues to submit a balanced budget for the next fiscal year.

CSU-Global Campus: Mr. Warr reported the FY 2020 forecast is holding steady at this time. The key assumptions project 12,600 new enrollments with a 72% undergraduate/28% graduate ratio and no increases in tuition rates for net new revenues of \$10 million based upon the normal budgeting process and a \$6.5 million net after new expenditures. Instruction and academic support are forecasted to be lower in FY 2020 due to full implementation of the 2.0 initiatives to improve curriculum by the end of the current fiscal year.

Approval of CSU Two-Year Cash List: Ms. Johnson explained that information on funding, approval of program plans, and project status has been added to the cash list. Program plans for the 2243 Centre Avenue purchase and the South Campus Animal Research Facility will be submitted for approval at the Real Estate/Facilities Committee meeting later in the day and have been added to the list. **Motion/Action:** Chair Munn moved to approve the amended CSU two-year cash list. Governor Flores seconded and the motion carried unanimously.

CSUS Treasury Update: Ms. M. Henry reported efforts continue to transition money from the State Treasury to the CSUS Treasury. Fidelity and Vanguard index funds were selected for the Tier III or long-term portfolio. As of the end of September, \$165 million have been invested and another \$55 million will be invested in October. \$60 million of Tier I money market funds have also been invested. The CSUS Investment Advisory Committee will be selecting a firm to manage the approximate \$60 million investment in the Tier II short duration fixed income portfolio that is designed to buffer the daily operational liquidity. By the end of the calendar year, it is planned that the funds in the CSUS Treasury pool will be fully invested.

Approval has been received to use the state intercept for the \$30 million bond issuance that is scheduled for October 22nd to fund the CVID project for an estimated \$30,000 annual savings in debt service. Moody's has affirmed the rating and the official statement will be posted the following week.

The meeting recessed for a break at 10:17 a.m. and reconvened at 10:32 a.m.

COLORADO STATE UNIVERSITY REPORTS

Introductions: Dr. Miranda introduced Dr. Fairfax, the new Vice Provost for International Affairs, who expressed her appreciation for the opportunity. Ms. K. Henry introduced Ms. O'Neill, the new President/CEO of the CSU Foundation, who expressed her appreciation for the opportunity to serve CSU.

Student Report: Governor Syron highlighted from the written report the positive results due to changes in the tailgating fencing restrictions and police regulation; initiatives to promote change in the U+2 housing ordinances to ME+3 to help with housing affordability; the proposal for a restorative justice program for minor infractions; and progress on parking issues. Other highlights include the shift from snacks to more substantive foods for students with food insecurity; the "Save the 'Skellar" campaign; the Americans with Disability audit to expand the standards and fix problem areas on the campus; and proposed changes to the test bank to create online availability.

Faculty Report: Governor Lenk noted from the written report the work of the Faculty Council to approve new sections in the faculty manual for non-tenure track faculty pathways and contract policies. Through

negotiations and teamwork between the AP Council and the Faculty Council, faculty recently passed the motion to remove the inadvertent veto given to administrative professionals when the preface was approved in 2016 and the change will be brought forward to the Board for approval in December.

President's Report: Dr. Frank highlighted from the written report the ratings by various organizations that recognize the quality of the institution; the record enrollment; and the groundbreaking for two new engagement centers along with the reopening of the Rogers Mesa Agricultural Experiment Station last year that was made possible through the work of certain members of the JBC. At the request of Dr. Frank, Ms. Parsons reported the final file closeout has been achieved on the construction of the Canvas Stadium with settlement on every claim. The entire stadium project came in slightly under budget and numerous upgrades were possible with the contingency budget.

College of Agricultural Sciences Presentation: Dr. Menon recalled his transition from the College of Business to the College of Agricultural Sciences and introduced Drs. Pritchett and Leach. He explained the structural changes made to revitalize the leadership team and the addition of new faculty. Dr. Pritchett provided an overview of the student demographics; the increases in enrollment; the reevaluation of the curriculum; recruitment and retention strategies; and agricultural career pathways. Dr. Menon described the college's shared vision that was developed through the work of the faculty and staff with constituent groups; the three major goals of the strategic plan; and the budget with an upward trajectory in the current capital campaign that has exceeded the goal.

Dr. Pritchett reviewed the history, locations, scientific themes and activities of the research centers, including the new facilities to be constructed at the National Western Center. Dr. Leach provided an overview and examples for the two innovative research areas of agri-tech and agribiome. Significant investments have been made in infrastructure including the new JBS Global Food Innovation Center with an industry scale food processing and production facility, culinary and research development space and a microbiology lab for detecting and studying food-borne pathogens.

Dr. Menon reflected on the vision and future of the College of Agricultural Sciences with opportunities at Todos Santos; expansion of external relationships through the college's Office of Strategic Partnerships; and collaboration through the AgIndustry Leadership Council. As part of the marketing and branding efforts, the website is being revitalized to reflect the shared agricultural values and the connections between every discipline at the university. After viewing a video produced by the college, Drs. Menon and Pritchett responded to questions on campus collaborations; the changes in student demographics and the agricultural industry with higher percentages of female students, faculty and leaders; water and soil issues in drought conditions; hemp research activities; collaboration with the College of Health and Human Services on dietetic and nutrition programs; and teacher licensure through the Ag Education degree program.

Research and BioMARC Facility Presentation: Dr. Rudolph reported CSU's research enterprise increased by 10.8% in FY18, largely through federal support in a constrained environment for science, which demonstrates the continuing prowess of the faculty to compete for grants and awards. Highlights on expenditures, funding awards, and industry proposals were provided. He commented on the increasing threat of infectious disease outbreaks and noted the work being done by CSU faculty, students and staff in molecular microbiology and immunology pathology. Through the creation of a bipartisan Blue Panel, there has been a national focus on agricultural biodefense and CSU is part of a coalition of land grant institutions that are advancing research for agricultural and human bio-defenses.

Dr. Rudolph described the Infectious Disease Research Center (IDRC) on the Foothills Campus that includes the BioMARC, an FDA-approved GMP bio-manufacturing plant to produce clinical grade and commercially viable materials, which was created a decade ago and is largely comprised of an industry

work force with employment of CSU students. He provided an overview of the BioMARC staff; functions; financial status with \$5.1 million in new grants this past year; the facilities; research and initiatives; and the facility needs. Discussions are being held with Tetrad, the P3 partner for the Foothills Campus, to explore further expansion.

Dr. Frank provided an historical perspective on efforts to shorten the pipeline between research and the product in the wake of the anthrax attacks after 9/11, and the establishment of regional centers with CSU developing the GMP. The Board previously approved the program plan to expand the Vector-borne Infectious Disease research facility which is a cornerstone of CSU's research and development mission.

Brand Marketing Presentation: Mr. Milligan remarked on the Students, Dollars, Votes and Image (SDVI) marketing focus to recruit, retain and graduate students with record enrollment over the last several years; the communications effort for the State Your Purpose campaign; statewide polling that reflects a positive view of CSU; the shift from telephone to internet polling; and the 2018 brand campaign with the slogan "Rams aren't just well prepared, they're the heartbeat of our state" to cultivate and grow the university's market position.

Mr. Martinez described how the complex message was conceived to illustrate the different ways CSU graduates are interacting and impacting the state. Two "Proud to Be" videos were shared. Mr. Martinez provided an analysis on the number of social media contacts made and the associated costs; other channels to use the promotional videos; and the content and featured individuals with more videos to be developed. In addition to digital and print promotions, various giveaways, such as t-shirts and stickers, will be utilized to fully launch the campaign in the spring to align with the enrollment cycle.

State Your Purpose Campaign Presentation: Ms. Tobin announced the overall campaign achieved the \$1 billion target on September 18th through more than 113,000 individual and corporate donors. The six campaign priorities were set through collaboration with all of the units to collectively meet the mission of the university. Approximately 50% of the college and units have achieved their goals and the campaign will continue until the 2020 conclusion date. Next steps include thanking donors; conveying the impact; and a mini-campaign with several initiatives and goals developed through participation of the campus partners for the last 1.5 years of the campaign, leading up to the university's 150th birthday celebration.

The meeting recessed for lunch at 12:31 p.m. and reconvened at 1:05 p.m.

ANNUAL CAMPUS SAFETY REPORTS

General Counsel Johnson remarked on how campus safety has been a priority for the Board, CSUS, and the campuses. Annually safety reports are published and the distribution coincides with the submittal of the required federal Clery Act reports. He provided an historical overview of the Clery Act and outlined the three primary requirements.

Colorado State University: General Counsel Johnson described the composition of the CSU Public Safety team that is chaired by Chief of Staff Gill. The CSU Police Dept. (CSUPD) is the essential part of the campus security.

Chief Harris provided safety highlights from the past year that included the development and execution of a safety and security plan for the new Canvas Stadium. There were several security audits, i.e., audits by the Dept. of Homeland Security and the State of Colorado with recommendations that have been implemented, and an unannounced audit of the stadium by a nationally recognized security venue management expert who will be showcasing CSU at an upcoming national forum.

Chief Harris commented on the importance of trust and cooperation with the community. A review was completed on all of the 30,400 contacts the CSUPD officers had last year with students, staff, faculty and community members. Of the 18 documented use of force incidents, 15 involved soft or hard hand techniques, two involved Tasers, and one involved use of a firearm. The CSUPD officers are trained to deescalate situations and on appropriate use of force. Feedback and a prior survey indicate the campus and community are very satisfied with the CSUPD.

When asked about the metal detectors at the stadium, Chief Harris described the initial challenges and the adjustments that have been made. In response to a question on any activities trending positively or negatively, he noted the increase in bicycle thefts and the efforts to educate students with a discounted package offered through a bicycle company that includes U-locks. Referencing the 2017 CSU crime statistics in the meeting materials, General Counsel Johnson noted there were 26 sexual offenses and 49 reports of dating violence, domestic violence and stalking, which are consistent with prior years and comparable to CU and national trends.

CSU-Pueblo: Deputy General Counsel Doyle reported the university has a different structure with a 24/7 policing contract through the Pueblo County's Sheriff's Office and the officers are integrated into the campus community to create a positive environment. She reviewed the composition of the Campus Safety Team and reported a comprehensive policy for large scale events was developed to provide better security. A two-day threat assessment training was completed by members of the Campus Safety Team and the Student Affairs Committee. Student-athletes are provided comprehensive Title IX training. There were seven sex offenses during the past year which is consistent with prior years; motor vehicle thefts increased; and there were two hate crimes which is unusual for CSU-Pueblo.

Responding to a question from Chair Munn, Governors Syron and Taylor provided a student's perspective on the safety and training provided on their respective campuses. In a follow-up question on rape kit analysis from last year's safety presentation, Ms. Rivera confirmed that CSU students can be taken to either the Medical Center of the Rockies or the Poudre Valley Hospital.

When asked about hate and racially biased crimes, General Counsel Johnson responded there were none in 2016. In 2017 there were two incidents of vandalism of property characterized by racial bias and 13 bias incidents, and all incidents are listed on the university's website. Dr. Frank noted this is consistent with national trends and commented on the challenge of balancing safety and privacy in the residence halls. Dr. Hughes described bias incidents that could impact students; the decision reached to have communications sent to the campus community by Dr. Frank; and the bias reporting system with review by the Safety and Assessment Office that may confer with the CSUPD. In addition to education and training, additional opportunities to ensure students feel safe are being considered.

CSU-GLOBAL CAMPUS REPORTS

Student Report: Governor Axelson commented on the challenges faced by non-traditional students and the timely responsiveness and support of the faculty. She described how CSU-Global Campus continues to provide and expand student support services with tools such as the Smarthinking Tutoring Service and the CSU-Global Campus Writing Center. A new tool, PARIN, has been implemented to provide both an assessment and a coach to hone the soft skills that employers are seeking and to help students succeed. The feedback solicited by the university to enhance support services is important to both students and employers.

Faculty Report: Governor Smith explained how CSU-Global Campus is a data-driven university with data gathered through two main tools, the Learning Outcomes and Quality Indicators (LOQI) and the Annual Program Review (APR). The data gathered through these tools is then utilized to develop

Program Analysis and Design Documents (PADD) every 18 months to determine necessary revisions at both the program and course design levels. After course revisions are implemented, the data begins to be monitored again for the next updating cycle. Based on the analysis and research, during the current revision cycle every assignment and discussion will be mapped for soft skills in distinct categories that will be listed. The university recently switched to Canvas, a new learning and management system, which will allow badging when certain criteria has been met.

President's Report: Dr. Takeda-Tinker explained that CSU-Global Campus re-evaluates its operational technologies every three years and has fully deployed Canvas that has been customized to meet the needs of the students and which will align with the other CSUS institutions. There was a groundbreaking for the new building to be leased from Aurora Public Schools and the goal is to move into the facility by September 2019. Board members were invited to participate in the university's first fully virtual commencement on December 8th.

As part of the 2.0 initiatives, a new Department of Organizational Effectiveness (DOE) has been created for better accountability by aligning financial information with all the data the university collects to track progress on strategic goals and initiatives. The reports generated will assist with informed decision-making and better tracking of expenses. In addition to the financial tracking, new academic program P&L models are being created to align ROI at various levels that will allow program leadership and faculty to understand how students are being engaged and retained, and to adjust initiatives based on the data.

Dr. Takeda-Tinker introduced Mr. Shiveley, the Director of Organizational Effectiveness, and shared a video that provided an overview of the new role and its various models for tracking and evaluating CSU-Global success. In response to questions, Dr. Takeda-Tinker and Mr. Shiveley explained how the academic program P&L test pilots will be analyzed to understand effectiveness with adjustments made before product marketing is initiated for the different programs. The intent is to create an environment where everything can be measured to create full transparency and accountability with direct costs and revenues allocated to the programs based on various metrics.

Dr. Miranda remarked that CSU switched to Canvas three years ago and the implementation of Canvas at CSU-Global Campus creates a new level of homogeneity within the CSUS. Dr. Ferguson commented on how Canvas provides a high level of flexibility with engagement tools for the faculty and positive student experiences and the transition was relatively seamless.

EXECUTIVE SESSION

Chair Munn stated the executive session would be to receive the litigation report and to address matters for the Real Estate/Facilities Committee. **Motion/Action:** Governor Gustafson moved to convene in executive session. Governor Jordan seconded and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of receiving the litigation report and legal advice; for consideration of nominations for honorary degrees or naming proposals; and discussion related to the purchase or sale of property, all confidential as set forth in the meeting notice. The meeting convened in executive session at 2:14 p.m. and reconvened in open session at 4:05 p.m. The meeting then immediately recessed for a break and reconvened at 4:20 p.m.

REAL ESTATE/FACILITIES COMMITTEE

Committee Chair Mosher convened the committee meeting and indicated there were three action items for the Board's consideration.

Approval of Acquisition of Real Property Located at 1141 North Highway 136, Gunnison, Colorado: Committee Chair Mosher reviewed the action item discussed in executive session for the acquisition from CSURF of real property located in Gunnison, Colorado. **Motion/Action:** Governor Singleton made the motion; the motion was seconded and carried unanimously.

Approval of the CSU Program Plan for and Acquisition of 2243 Centre Avenue: Committee Chair Mosher explained CSU currently has offices in the building on the property that would be acquired from CSURF. **Motion/Action:** Governor Jordan moved to approve; Governor Singleton seconded; and the motion passed unanimously.

Approval of CSU Program Plan for the South Campus Animal Research Facility: Committee Chair Mosher reported the estimated cost is \$6-\$8 million for a 12,150 sq. ft. building on the South Campus. Ms. Johnson confirmed the program plan will be submitted to the DHE and, upon approval, will then be submitted to the CDC. The financing plan will be brought forward at a later time and, should the decision be made to use state intercept bonds, approval by the JBC would also be required. **Motion/Action:** Governor Gabel moved to approve; Governor Gustafson seconded; and the motion carried unanimously.

Approval of the Acceptance of Gifts and the Naming in Recognition of Gifts Relating to an Administrative Building within South Campus: Committee Chair Mosher indicated there was also a naming action item for the Board's consideration. Dr. Frank read the naming motion that was discussed in executive session. **Motion/Action:** Governor Syron moved to approve; Governor Robbe Rhodes seconded; and the motion passed unanimously.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Flores convened the meeting and asked Dr. Miranda to review the two consent agenda items.

CSU-Global Campus Program Name Changes: Dr. Miranda explained the action to rename the Master of Science and Bachelor of Science in Criminal Justice and Law Enforcement Administration programs to simply Master of Science and Bachelor of Science in Criminal Justice better aligns the programs to industry standards. The additional phrase of "Law Enforcement Administration" is a more narrow sub-area and the broader name gives the university greater flexibility to respond to additional market revisions in the future. There are no changes in the curriculum or student learning outcomes.

CSU-Pueblo Faculty Handbook Change – Section 2.9.4: The addition of the Titled Faculty Performance Review Policy is a revision to the evaluation mechanisms for Titled Faculty which is a nomenclature used for non-tenure track faculty and pertains to the teaching expectations and student supervision as described in the meeting materials. Records for the evaluations will be maintained in Human Resources.

Campus Report: The CSU-Online report was scheduled to be presented the next day.

CSU-PUEBLO REPORTS

Student Report: Governor Taylor highlighted from the written report past traditions that have occurred since the beginning of the academic year, i.e., the Wolfpack Welcome Week with numerous activities and participation by over 100 different organizations and the community; the Packfest concert and festival with the community invited for the first time; and the ASG Homecoming bonfire that has been expanded to include alumni. New traditions include the Tundra Tailgate which is free for students and the Pack Kick-Off at the ThunderBowl stadium. A video from the Pack Kick-Off created by the Student Engagement and Leadership Office from footage provided by a new freshman was shared. Governor

Taylor concluded his report by commenting on the importance of past and new traditions to increase overall pride and optimism through the campus culture that creates a positive experience for students.

Faculty Report: Dr. Mottet explained he would be presenting the report on behalf of Governor Belport who is participating in an HLC accreditation site visit related to the new Doctorate of Nursing Practice, the first doctoral program for the university. In the written report were Faculty Senate agendas to provide insight on the issues and concerns being addressed by the faculty. Faculty is engaged in conversations with the new Athletic Director to educate the campus on the funding model and the impact of athletics.

In response to an HLC recommendation, the evaluation process for adjunct faculty has been amended. The Provost has begun discussions with faculty relative to low enrollment programs and classes to be more efficient in terms of faculty workload and productivity. Dr. Mottet pointed out that Governor Belport cross-walked the university's six priorities with the 22 jump start initiatives to ensure alignment, and faculty have been actively involved and support the vision to be presented the next day. She also developed an actionable list and matrix to show progress on the twelve items previously brought to the Board by Governor Volk.

The President's report and the Vision 2028 presentation were scheduled for the next day.

CHANCELLOR'S REPORT

CSUS Information Technology Systems: Dr. Frank summarized the goals for combining the major CSUS IT systems to create efficiency and effectiveness in operations; to create better and easier compliance and reporting; and to mitigate risks. While representatives from CSU-Global Campus attend the IT meetings and the intent is to ensure capability of interaction on the back-end, CSU-Global Campus' operations are better served with products that currently do not work particularly well in the defined CSUS scope and scale. He reviewed the vision for shared student information systems. Examples were provided on the high implementation costs of IT administrative systems for higher education.

The original intent was to implement the Kualu self-developed student information system, beginning at CSU-Pueblo, based upon the positive experience with the Kualu financial system. Due to continuing issues, the decision has been made to explore implementation of the new Banner Multi-Entity Processing (MEP) system that has a built-in financial aid module and will allow for sharing of student information between the CSUS institutions.

The original \$2.31 million financial plan approved by the Board included three \$125,000 draws for FY17-19 from the Board reserves of which the FY 19 draw has not occurred and \$1.935 from the CSU IT FY17-FY29 budgets of which \$1.2 million has been expended. The new \$4.3 million recommendation includes the remaining \$905,000 from the original budget and three annual draws from the Board reserves, each in the \$1.1 million range, beginning in December 2018. No action was required at this meeting. The due diligence continues and a detailed financial plan will be presented at the next meeting. The recommendation provides a more rapid and timely implementation of a new student information system. The CSUS remains an active partner in the Kualu consortium that could potentially in the future provide a viable cost containment solution as a longer-term solution.

The remainder of the Chancellor's report and the strategic mapping update were carried over to the next day. The meeting then adjourned for the day 4:53 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University, Fort Collins
October 5, 2018**

CALL TO ORDER

Chair Munn called the meeting 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, 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; Henry Sobanet, Chief Financial Officer, 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: Mohamed Abdelrahman, Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Donna Souder Hodge, Associate Professor of Rhetoric and Special Assistant to the President for Visioning, CSU-Pueblo; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President of Student Affairs, CSU; Derek Lopez, Director of the Center for Academic Enrichment and Grants Program Manager, CSU-Pueblo; Tom Milligan, Vice President for External Relations, CSU; Adam Pocius, Manager of Innovative Technologies, CSU-Pueblo; Jonathan Poritz, Director of the Center for Teaching & Learning and Associate Professor of Mathematics, CSU-Pueblo; Amy Robertshaw, Associate Vice President for Enrollment Services, CSU-Pueblo; Amy Smith, Senior Director, Continuing Education, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Lou Swanson, Vice President for Engagement, CSU; Niki Whitaker, Chief of Staff, CSU-Pueblo

Chair Munn reconvened the meeting and reviewed the agenda.

CHANCELLOR'S REPORT

Dr. Frank reported the Distinguished Alumni Awards will be presented during Homecoming Week and Governor Jordan will be receiving the William E. Morgan Alumni Achievement Award.

Legislative Report: Ms. Parsons remarked that, due to the upcoming election, there was no progress on any major issues at the federal level. Major turnover is anticipated at the state level and there will be at least one new member of the federal delegation. Information on CSU and higher education issues is being provided to all of the candidates. The Trump administration is contemplating the relocation of some

federal agencies from Washington, DC, and efforts are underway to work with agencies the CSUS has an existing relationship with for consideration of relocating to Colorado.

STRATEGIC MAPPING UPDATE

Ms. Parsons reported that, with Dr. Frank's upcoming transition, the next three to six months will be focused on the organizational structure and direction for the next three to five years. Mission projection updates are a new CEO has been hired for the National Western Center (NWC); an architectural firm has been hired for two CSU buildings at the NWC; CSU is working internally to develop the NWC programs; and CSU is assisting the City of Denver to find a private partner to develop portions of the NWC.

Under mission delivery, efforts continue on the IT infrastructure and procurement discussions are occurring among the campuses. For mission alignment, the CSUS was a title sponsor for the recent Denver Startup Week with 10 events hosted at the CSU Denver Center. Through the partnership with Denver International Airport, a native plant garden has been created in the Westin Plaza; other options for a CSU presence at the Pena Blvd. light rail station and in the Great Hall at the airport are being explored. Ms. Parsons announced Malachi Haynes, a new freshman at CSU, won the Boys & Girls Club Youth of the Year Award, and Dr. Takeda-Tinker received a Woman of Distinction Award from Girl Scouts of Colorado on October 2, 2018.

CSU-PUEBLO REPORTS *(continued)*

President's Report: Dr. Mottet reported there was a 4% increase in new student enrollment for the fall semester and the retention rate for first to second year increased to 68.4% which exceeded the 67% performance goal. The university participated in the National Survey for Student Engagement that focuses on student learning and 92% of seniors graduating from CSU-Pueblo responded they had an opportunity to participate in a high impact practice throughout their senior year as compared to 83% at peer institutions. Several initiatives have been identified to ensure a balanced FY20 budget. Partnerships being developed include a new charter school; interest by Eurofins, an international analytical testing company, to partner with the Institute for Cannabis Research; and a solar initiative to use renewable energy on the campus.

An extensive progress report on the 22 jump start initiatives was included in the written materials. The university has been awarded a new \$3.75 million Title IV grant with the Pueblo Community College receiving \$400,000; the two institutions are committed to hiring transfer advisors to increase the transfers between the institutions. There is also an initiative to increase enrollment in the Teacher Education program for teachers entering the public school system in the region. Over the last four years, the university has received almost \$12 million in grants. Dr. Mottet announced Dr. Poritz has been selected by the DHE to lead a statewide initiative on open educational resources.

Vision 2028 Presentation: Dr. Mottet recalled the launch of a visioning process in April 2018 with engagement of the entire campus. Approximately 95% of the campus community is supportive of the vision that has emerged.

Dr. Soder Hodge reviewed the visioning process that began with a SWOT analysis and a comprehensive survey, and then utilized a retooled convocation focused on the visioning process for validation. With new campus leadership, the timing is right for a cultural shift with a bold vision for the future and the campus has already begun to change due to the visioning process. Dr. Soder Hodge listed the ten members of the steering committee, introducing the four members who were present: Dr. Poritz, Ms. Robertshaw, Mr. Pocius and Dr. Lopez.

Dr. Soder Hodge provided an historical overview of regional comprehensives. Understanding the history is important to plan for the future; to bridge the attainment gap; and to create a more prepared work force. She noted the university is not just educating a single student, but is in fact taking on the families and educating the community which is a unique differentiator. “Pueblo” is the Spanish word for town or village and embracing the diverse culture and celebrating the traditions of the community is important to Vision 2028 to redefine CSU-Pueblo as the people’s university. While the university has students from all over the world, the focus will be on the southwestern U.S. Dr. Soder Hodge presented the Vision 2028 mission, values and guiding principles for the development of short and long-term initiatives.

Drs. Soder Hodge and Mottet responded to questions on how the geographical region was identified; the relationship building to fully implement the vision across the campus; outcomes and metrics that address learning soft skills; and environmental and learning sustainability. Ms. Holliday explained how the market analysis for the Go Get It campaign examined nontraditional spaces, such as transfer students and individuals who had never considered college, and the vision, mission and guiding principles of Vision 2028 speak strongly to those same demographics. Drs. Mottet and Soder Hodge commented on how the visioning process has identified differentiators that will assist with rebranding or reimagining the university.

Dr. Mottet reported the consulting firm Entangled Solutions has helped guide the university through the visioning process. He thanked Dr. Soder Hodge and the steering committee for their leadership, and remarked on how the campus has been engaged in a constructive and productive manner. An enrollment plan and a set of systems and strategies with identified investments will be developed to execute the vision and presented at the February meeting.

Dr. Mottet asked for an endorsement by the Board for Vision 2028. There was an overall consensus on the future direction with positive comments shared on the ownership; the inclusion of the students in the process; and the inclusion of the Pueblo community. An update will be provided by Dr. Mottet at the December meeting.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE *(continued)*

CSU-Online Presentation: Dr. Swanson provided an historical overview of the nontraditional education and community engagement created through the Office of Engagement and the subsequent formation of CSU-Global Campus. With the knowledge gained in creating CSU-Global Campus, the Division of Continuing Education was transformed in 2009 to CSU-Online to leverage both revenue and innovation streams.

Dr. Smith described how CSU-Online supports the university’s access mission by partnering with the eight colleges and 53 departments across the institution to serve a unique adult population with marketing, recruitment, retention and advising services. In addition to program development and management support, CSU-Online provides access to data on market demands and industry research. Statistics were provided on the number of students, degrees, credit and non-credit courses, MOOCs, faculty, current portfolio, and student demographics.

Significant growth has occurred in the credit and non-credit programs and the revenue distributed to the colleges. Through strong academic partnerships, the access to research-based programs leads to student success and supports the land grant mission. The vision for the future includes expanding life-long learning opportunities, innovations for teaching and educational technologies, greater integration within interdisciplinary programs, and faculty training.

When asked to differentiate between CSU-Online and CSU-Global Campus, Drs. Smith and Takeda-Tinker responded that, while the online delivery mechanism is the same and there is some overlap, generally the course offerings are significantly different. The audience and student demographics also differ through intentional strategies. CSU-Global Campus is more market driven and CSU-Online closely parallels the campus. CSU-Online does have plans to expand in the non-credit professional development and service areas that will potentially attract older populations.

Governor Lenk pointed out the programs that overlap between CSU-Global Campus and CSU-Online are accredited by different agencies. She also noted that CSU-Online allows students to continue taking courses for credits and retain financial aid without delaying graduation dates while either taking a semester off or working in their professional areas. When asked if CSU-Online enrollment increases during the summer, Dr. Smith responded in the affirmative and acknowledged the responsiveness of faculty to the expanded enrollment. When asked about non-credit or industry-sponsored relationships, Dr. Smith shared information on partnerships that currently exist to upscale existing work forces.

APPROVAL OF CONSENT AGENDA

At the request of Chair Munn, General Counsel Johnson confirmed the list of the consent agenda items was correct. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Syron seconded; and the motion passed unanimously.

EVALUATION COMMITTEE

Chair Munn indicated the Evaluation Committee would convene in executive session and then reconvene in open session to address action items related to the CSU presidential search process. **Motion/Action:** Governor Gustafson moved to convene in executive session. Governor Gabel seconded and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussing and evaluating public officials and professional staff employees of the Board, and to receive legal advice, all confidential as set forth in the meeting notice. The meeting recessed for a break at 10:47 a.m. The Evaluation Committee then convened in executive session at 10:57 a.m. and reconvened in open session at 12:15 p.m.

GENERAL ACTION ITEMS

Chair Munn indicated there were three action items to be approved to move forward with Dr. Frank's transition that had been announced.

Motion/Action: Governor Jordan moved to approve the action item for Dr. Frank's appointment to serve exclusively as the CSUS Chancellor effective July 1, 2019, and the authorization to execute the appointment agreement as stated in the written matter for action. Governor Mosher seconded and the motion carried unanimously.

Motion/Action: Vice Chair Tuor moved to approve the establishment and appointment of the CSU Presidential Search Advisory Committee and the procedures as stipulated in the written matter for action. Governor Gustafson seconded and the motion passed unanimously.

Chair Munn asked for a motion to authorize staff to move forward with the selection and signing of a contract with a search firm to support the process as designated in the prior motion. **Motion/Action:** Governor Gustafson made the motion; Governor Syron seconded; and the motion carried unanimously.

Chair Munn noted the December meeting will be held in Denver. With no further business to come before the Board, the meeting adjourned at 12:19 p.m.

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Agribusiness Innovation Management (Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a New Degree Program: Master of Agribusiness Innovation Management (Plan C) in the Department of Agricultural and Resource Economics Resources. If approved, this degree will be effective Fall Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The master's degree program will be offered as part of the Agribusiness Entrepreneurship activities at the National Western Center in Denver. It will be a classroom-based professional program offered through Distance and Continuing Education, so will not rely on campus-based funding to be launched or sustained. The program will primarily target students from around the US (and beyond) who have an undergraduate degree in a traditional agriculture field (such as Animal Science, Crop Science, Horticulture, Agricultural Education), some work experience beyond college, and a desire to become an entrepreneur in the agriculture value-chain.

The Master of Agribusiness Innovation Management will follow a cohort model, with students largely restricted to a set curriculum. Each core course is two credit hours, allowing for more topics to be covered in the curriculum and providing flexibility, when necessary, for Fort-Collins-based faculty to travel to Denver just one day a week to teach a course. Thirteen of the 15 courses in the program are new and are in the review process.

The overall structure of the program begins with intensive coursework designed to give the students a thorough yet flexible overview of the agribusiness and food system, to begin shaping their professional identities as entrepreneurs, and to impart a skill-set and mind-set based upon strategy and design-thinking, essential to approaching old problems in new ways.

The students that choose to pursue the degree will experience what really sets this program apart: its unique engagement with inventors and companies in the region through the venture practicum projects, which the students pursue for 12-18 months after completing the first semester of coursework. The degree program will be tightly

CSU-Fort Collins-New Degree: Master of Agribusiness Innovation Management (Plan C)

Board of Governors of the Colorado State University System

Meeting Date: December 6, 2018

Consent Item

linked with an agribusiness incubator that is also managed by the Ag Innovation Center. The business development staff members at the incubator will solicit commercially promising technical or business ideas from the agricultural scientists at CSU as well as from companies across Colorado. At the end of the first semester, the program's faculty and the incubator staff will undertake a screening process, assembling student teams from the new cohort, and guiding them through a selection process to match each team with a recently solicited idea. The student teams then take up the challenge of becoming "surrogate entrepreneurs" exploring the market potential of the idea for which they have taken responsibility, reaching out to build a network of partners, customers, and funders, and developing a business plan. Most students will ultimately learn the common lesson of entrepreneurship - that few entrepreneurial ideas ultimately are commercially viable. The coursework and experience applying it will still be immensely useful should the student want to start his/her own business, or join the team of a new business startup. A few students will find that their idea does have commercial viability, in which case they can be part of the team that launches a new startup.

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Degree Program: Master of Conservation Leadership (Plan C)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Warner College of Natural Resources, to establish a New Degree Program: Master of Conservation Leadership (Plan C) in the Department of Human Dimensions of Natural Resources. If approved, this degree will be effective Spring Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Conservation Leadership, Plan C, is a graduate degree which prepares leaders to address complex conservation issues at local, regional, and global scales. The program is built around principles of experiential learning, inter-disciplinary instruction, and applied approaches. Working closely with a network of practitioners and organizations, the Master of Conservation Leadership, Plan C is the option for individuals seeking to make a difference in the lives and ecosystems of our planet.

Conservation issues at all scales require individuals who can analyze and problem-solve with an interdisciplinary mindset, and an ability to work successfully with a variety of value systems, world views and beliefs. The Master of Conservation Leadership, Plan C, will prepare students for higher level skills to succeed in the conservation workplace, such as systems thinking, collaboration skills with diverse groups, and skills in basic research techniques. In addition, the Plan C option gives students opportunities to gain important practical experiences to build their skill sets and be competitive for jobs in the conservation workplace.

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

New Professional Doctorate: Doctor of Systems Engineering

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Walter Scott, Jr. College of Engineering, to establish a New Professional Doctorate: Doctor of Systems Engineering in the Walter Scott, Jr. College of Engineering. If approved, this degree will be effective Spring Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

This proposal for a Doctor of Systems Engineering furthers CSU's degree offerings in this discipline. The professional doctorate target student population is the working technical professional in government, industry, or other organizations whose career goal is to attain a high placement in their technical organization using Systems engineering. Systems engineering is applied to large complex systems in numerous fields. These fields include, but are not limited to: space, energy, environment, sustainability, agriculture, and biomedical. The typical student will be a working professional with employer support, will have the experience and breadth of knowledge in technical areas of interest, and will desire to attain the highest level of technical advancement in their careers.

A professional doctorate in Systems Engineering will emphasize practical system-level problem solving skills and advanced knowledge in related theory and methodologies. It is intended to prepare students for career advancements in technical domains creating the next generation leaders in the demanding field of systems engineering. The degree will require rigorous expertise and depth of systems engineering knowledge, applied to all technical domains. This degree will prepare individuals to work at the highest levels of the technical profession. The program emphasizes problem solving, leadership, and addressing the enterprise-level challenges that arise during technical development, as well as the ability to balance diverse technologies and competing stakeholder priorities with a system. Technological advancement in business, government agencies, and industry require direction by persons possessing both high technical competence and experience, and understanding of the social, political and institutional factors involved.

CSU-Fort Collins -New Professional Doctorate: Doctor of Systems Engineering

Board of Governors of the Colorado State University System
 Meeting Date: December 6, 2018
 Consent Item

MATTERS FOR CONSENT:

New Degree Program: Bachelor Degree in Health Science

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS degree in Health Science. If approved, this degree will be effective in fall 2019.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Health Science**
- Degree type: **BS**
- Recommended CIP code: **51.9999 Health Professions and Related Programs**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **325**

The bachelor's degree in health sciences will be available to current and aspiring students who desire to work in the healthcare, allied health, or public health fields. Students will learn technical and administrative skills necessary for working in these industries. Choosing a health science major prepares students for a robust and versatile career in a large interdisciplinary health care arena. Graduates who major in health science have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Jobs in health science careers include: nurses, epidemiologists, athletic trainers, public health specialists, medical personnel, hospital administrators, medical scientists, disease management professionals, and any number of other related careers. The BS in Health Science is also an excellent preparatory program for many graduate level health science degrees such as the Master of Nursing, Master of Public Health, Master of Athletic Training, and Master of Healthcare Administration, and is an excellent completion degree for individuals who already have a two year allied health degree. The BS in Health Science will also be an effective way to mentor and advise CSU-Pueblo pre-nursing students which may lead to a higher retention rate of the students who do not get accepted into the BSN program.

Year 0 (2018-2019) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new degree, new courses, and course changes. Develop new organizational structure to realign the departments / programs and prepare for the new degree. Begin informing current pre-nursing, health promotion and athletic training students of the new degree. Develop and implement a recruitment plan. No new resources needed.

Year 1 (2019-2020) – Begin offering BS in Health Science (BS in HS) and Health Science (HS) courses. Implement new organizational structure. Have current pre-nursing, health promotion and athletic training students migrate into the HS major. Goal is to have at least 260 current students in the degree this year based on prior enrollment in Pre-Nursing, Health Promotion and Athletic Training. Retain at least 30 pre-nursing students who do not get into the BSN or recruit new students for a total of 30 additional students by the 2020-21 academic year. Additional resources needed include reassigned time and stipend for coordination of Health Science area and .5 FTE support staff to support Health Sciences.

Year 2 (2020-2021) – Continue implementing BS in HS and teaching HS courses. Continue to migrate students in the BS in HS. Goal is to have at least 275 current students, retaining at least 30 pre-nursing students who do not get into BSN or recruit new students for a total of 30 additional students. If 30 additional students are gained there is a request for a new faculty line to begin fall 2021 to meet the needs of the new HS classes and provide enough faculty to allow the addition of a Master in Public Health. Begin reviewing feasibility for a Master in Public Health degree. Possibly apply for accreditation in Public Health for undergraduate degree.

Year 3 (2021-2022) – Continue implementation of BS in HS and teach HS courses with three HS faculty members if the retention goal was met. Goal is to have at least 310 current students. If students were retained from the previous year, begin new faculty position. If 30 students are added to the program for this year an additional .5 FTE professional staff would be hired in fall 2022 to support the program with advising and recruitment. Possibly apply for accreditation in Public Health for undergraduate degree. Continue work on MPH degree and/or accreditation.

Year 4 (2022-2023) – Continue implementation of BS in HS and teach HS courses with three HS faculty members and a support staff member. Goal is to have at least 320 current students. Submit for MPH degree.

Year 5 (2023-2024) – Maintain program with at least 325 students. Work to finalize MPH degree to begin implementation in fall 2024.

2. Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

Colorado State University-Pueblo's mission stresses its distinctiveness and central commitments:

Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

Vision Statement

Colorado State University-Pueblo will enhance its reputation as a premier comprehensive regional university that offers a wide range of undergraduate degrees as well as specialized graduate degrees. As a federally designated Hispanic Serving Institution, CSU-Pueblo is committed to maintaining university accessibility which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students. We will do so by offering excellent academics, affordable education, transformative opportunities, and supportive student life. CSU-Pueblo will be distinguished by the integration of the liberal arts and sciences with professional preparations as well as an emphasis on experiential education that reflects skills and competencies needed in a global society.

- Hispanic Serving Institution: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. In the undergraduate EXHPR program for freshman to senior (i.e. all undergraduates) for 2010 thru 2014 was 27%, 30%, 34%, 31%, and 30%, respectively. For the junior-senior level of the program it was 8%, 17%, 14%, 40% and 43%. In 2013-2014 CAATE reported the average number of Hispanic students in professional level athletic training programs was 2 students. Our program far outweighs the national average, thereby training more diverse students for the AT field and meeting the goals of our institutional mission.
- Quality Initiative: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.
- CEEPS – The programs in this college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs. The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals. The BS in Health Science would align with the college mission.
- Nursing – The mission of the School of Nursing is to prepare graduate for professional positions as safe, competent and caring nurses to meet the healthcare needs of a diverse population.

- **Health Science** – The mission of the Bachelor of Science in Health Science is to prepare students for professional positions in public health, athletic training and other allied health related careers as well as prepare students for admission to the undergraduate BSN degree and graduate school in a variety of health science related degrees. Students will be prepared for a variety of degrees such as the Master of Science in Athletic Training, and other graduate degrees offered at other institutions such as the Master of Science in Nursing, Master of Public Health, Master of Occupational Therapy, Doctorate of Physical Therapy, and completion of a four year degree from a two year allied health degree and many others.

CSU-Pueblo adopted a new Strategic Plan in 2015 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over the next 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new degree ensures a commitment to excellence, our faculty members are research active, and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The new BS in Health Science degree curriculum assures a high quality and relevant academic program. The degree will prepare students for entry into Nursing and licensure as an RN, accelerated Nursing Program, Public Health, and entry into the Master in Athletic Training which leads to national Certification in Athletic Training as well as entry level Master in Nursing and other health related graduate degrees at other institutions. This degree will allow students to earn credentials to move seamlessly into careers with clinics, academic institutions, government and community agencies and professional sports teams.

Goal 3: Transformative Opportunities

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: The BS in Health Science at a Hispanic-Serving Institution such as CSU-Pueblo would help to address the nationwide demand for diversity in employment within a health science career track.

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The health science program consists of experiential education opportunities throughout the program in laboratory based classes and clinical experiences.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the BS in Health Science program will have numerous opportunities for networking, leadership and mentoring in the required clinical and experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community which will provide a rich opportunity for networking, leadership and mentoring.

3. Rationale for the Bachelor of Science in Health Science

This new multidisciplinary degree will provide better visibility for the existing programs and a platform for a new, highly needed, and desired degree in health sciences to meet the demands of our region and to fill the numerous health care/allied health employment positions that are available now and in the future. The Bureau of Labor Statistics estimates that the **healthcare practitioners and technical occupations group** is projected to **add 1.3 million jobs between 2014 and 2024**, the most new jobs of any group. Employment is projected to grow 16.4 percent, much faster than the average of 6.5 percent growth for all occupations, adding an estimate 440,000 nursing positions alone by 2024. Southeastern Colorado will be in need of additional professionals in these health science related positions. Several agencies in the area have expressed a need for additional professionals in these areas and support the creation of this degree (please see support letters). In addition, CSU-Pueblo has difficulty retaining pre-nursing students who are not accepted into the highly sought after BSN nursing program. A BS in Health Science could retain these students and prepare them for CSU-Pueblo's accelerated BSN program, the MS in Athletic Training or other advanced degrees at other institutions. Athletic Training (23% growth), Public Health (16% growth) and most other healthcare related positions are all projected to grow much faster than the average of all occupations. This proposal presents a collaboration between Nursing, Athletic Training, and Public Health to form a degree that would encompass health sciences by using existing courses from several disciplines across campus. It is estimated by CSU-Pueblo Institutional Research that approximately 75 pre-nursing students who do not get admitted into the BSN nursing program are currently leaving CSU-Pueblo. A portion of those, 20 to 25 students, could be retained in this degree and conservatively an additional 5 to 10 students per year who are interested in other health science related careers could be recruited without a great deal of additional resources. Public Health and Pre-Athletic Training students would migrate from the Exercise Science, Health Promotion and Recreation program and therefore would not be considered new students. Conservatively, 50 to 70 retained/new students could be gained through this program.

4. CSU System & State Positioning

The proposed approximate enrollment in the BS in Health Science is shown in the table below. The category of "majors" include freshman through seniors who are declared Health Science majors. The goal will be to graduate at least 50 students per year. Other programs in the state have successful BS in Health Science degrees. The undergraduate bachelor's in public health program at UC-Denver plans to double its enrollment in the

next few years. CSU-Pueblo needs to assure we are meeting the needs of the Southern Colorado region in this area, as is our mission.

Academic Year	Proposed BS in Health Science degree enrollment			
	Majors	Jr Cohort	Sr. Cohort	Graduates
2019-2020	260	14	12	10
2020-2021	275	35	12	10
2021-2022	310	40	30	25
2022-2023	320	60	35	30
2023-2024	325	60	55	50

5. Special Undergraduate Admissions standards

None

6. Curriculum and Program Outcomes

The BS in Health Science Student Learning Outcomes are as follows.

Student Learning Outcome
1. Summarize and synthesize information relevant to assessing and improving healthcare and population health;
2. Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences;
3. Evaluate and integrate critical concepts and skills acquired in the health science curriculum to common professional problems in the fields of interest;
4. Exhibit effective oral and written communication as well as mass communication methodology regarding subjects related to the health sciences in an individual and group setting;
5. Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting;
6. Successfully enter into a health science related career or into a graduate program;

Curriculum

HS 101: Introduction to Health Professions (2 credit hours) Course is replacing the existing course AT 102. AT 102 will be inactivated.

Introduction to health professions, education requirements, required certifications, accreditation, and employment opportunities.

HS 230: Foundations of Public Health (3 credit hours) This course is replacing the existing course EXHP 288. EXHP 288 will be inactivated.

This course provides an overview of key public health concepts, history, and how the core areas of public health help promote population health. Throughout the course there will be active learning through individual activities, discussions, and field experiences.

HS 235: Communication in Health Sciences (3 credit hours) New course.

Examination of the effects of the media—mass, social, and participatory—in promoting and impeding the achievement of public health goals. Students will develop the skills to design, implement and evaluate health campaigns.

HS 320: Evaluation of Public Health Issues (3 credit hours) This course is replacing the existing course EXHP 362. EXHP 362 will be inactivated.

This course provides a critical examination of the social determinants of health, current issues in the US health system, legal and ethical considerations in public health, and their impact on individuals and communities.

HS 330: Epidemiology and Disease Prevention (3 credit hours) This course is replacing the existing course EXHP 382. EXHP 382 will be inactivated.

Overview of principles of epidemiology and lifestyle-disease pathophysiology. Examines the use and broad application of epidemiologic concepts in public health to identify risk factors and resolve health issues in society.

HS 335: Public Health and the Environment (3 credit hours) New Course.

This course introduces major issues of environmental health science, examines what those issues are, what determines them, how they impact population health, and ways in which they can be altered to improve health.

HS 336: Community and Global Health (3 credit hours) This course is replacing the existing course EXHP 336. EXHP 336 will be inactivated.

An examination of the political, religious, social and economic influences on the continuum of local/global health and the role citizenship plays in advocating for the equitable distribution of health resources.

HS 430: Public Health Program Planning (3 credit hours) This course is replacing the existing class EXHP 485. EXHP 485 will be inactivated.

This course focuses on assessment and planning methods for public health. Activities include gathering health related data, conducting needs assessments and reviewing or developing evidenced based, city, county and state level program plans.

HS 435: Public Health Program Evaluation (3 credit hours) This course is replacing the existing class EXHP 487. EXHP 487 will be inactivated.

This class teaches the practical applications for the development of skills in public health program implementation and evaluation methods within a variety of settings including community, school/workplace and online.

HS 492: Research (1 to 6 credit hours) This course is equivalent to the existing course EXHP 492.

EXHP 492 is a Research Course consisting of a research project completed by a student under the direct supervision of a faculty member. The coursework involves activities including but not limited to: directed readings, literature review, implementation, data collection, data analysis, writing and/or any other related research work by the student in an area agreed upon by the supervising faculty member.

HS 494 Field Experience (1 to 6 credit hours) This course is equivalent to the existing class EXHP 494.

Supervised experiential learning activities to be conducted in the actual professional environment. Project and work experiences must represent the Health Science fields. The student must be supervised in the field by a site-supervisor who is a professional in the field with at least 5 years of experience. The site supervisor cannot be related to the student. (S/U grading) Up to 12 credit hours of fieldwork can be applied toward graduation.

HS 498 Internship (12 credit hours) This course is equivalent to the existing class EXHP 498. See attached degree plans for full details on the curriculum plan for the four emphasis areas.

7. Faculty resources

No additional faculty will be required in the first two years of the BS in HS. The initial tenure track faculty would consist of 2 FTE. If 30 students are retain/recruited in the first two years, the addition of 1 tenure-track assistant professor would increase the HS faculty from 2.0 to 3.0 FTE. This would allow the program to consider adding a Master of Public Health degree. If an additional 30 students are retained/recruited a .5 FTE professional advisor/support person would improve additional retention and recruitment.

Proposed FTE (addition of 1.0 FTE TT faculty member - shaded)

	Tenure Track Program Coord. (PhD) 1.0 FTE	Tenure Track Faculty Member (PhD) 1.0 FTE	Tenure- Track Faculty Member (PhD) 1.0 FTE	Advisor/ Support Pro (BS or MS) .5 FTE	Total
Credit Distribution	1.0 FTE	1.0 FTE	1.0 FTE		3 FTE
Academics	6/6	12/9	9/12		27/27
Program administration reassigned time	6/6	0/0	0/0		6/6
Research reassigned time	0/0	0/3	3/0		3/3
	12/12	12/12	12/12		36/36

* Option for 0/0 to 3/3 research reassigned time depending on research production.

8. Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing, public health and athletic training academic program. A listing of current resources is available upon request.

9. Facilities, equipment, and technology

On-campus facilities are adequate for course instruction and we have adequate lab/training facilities on campus. Facility, equipment and technology needs will increased with additional enrollment but the future costs are included in the budget and may be included in the new building project. We will need off-campus placements, but have many such arrangements already in place.

10. Budget

BS Health Science Budget	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Existing expenditures reallocated						
Foust, C. 1 FTE (rate + 27.7% fringe)	\$106,489.00	\$108,618.78	\$110,791.16	\$111,899.07	\$111,899.07	\$111,899.07
Kies, B. 1 FTE (rate + 27.7% fringe)	\$63,735.00	\$65,009.70	\$66,309.89	\$70,972.99	\$70,972.99	\$70,972.99
Total existing full-time faculty reassigned	\$170,224.00	\$173,628.48	\$177,101.05	\$182,872.06	\$182,872.06	\$182,872.06
Existing adjunct faculty reassigned	\$0.00	\$9,900.00	\$9,900.00	\$0.00	\$0.00	\$0.00
Existing staff reassigned	\$0.00	\$8,700.00	\$8,700.00	\$8,700.00	\$0.00	\$0.00
Existing operating costs	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00	\$3,250.00
Total existing expenses	\$173,474.00	\$195,478.48	\$198,951.05	\$194,822.06	\$186,122.06	\$186,122.06
Year 0 all courses and organizational structures will remain constant. Beginning year 1 two classes that are being taught by adjuncts will continue. Year 1 to 3 support staff is unknown at this time (will be decided by Dean and Provost).						
New expenses						
New FT faculty (rate + 27.71% fringe)	\$0.00	\$0.00	\$0.00	\$65,132.00	\$66,434.64	\$67,763.33
New staff (rate + fringe)	\$0.00	\$0.00	\$0.00	\$0.00	\$25,540.00	\$26,050.80
Faculty development	\$0.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00
Instructional Materials/Instruments	\$0.00	\$0.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Recruitment	\$0.00	\$3,000.00	\$3,000.00	\$2,500.00	\$2,000.00	\$1,000.00
Accreditation	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$4,000.00
Chair Stipend	\$0.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
Other operating expenses (itemize)						
TOTAL new expenses	\$0.00	\$13,000.00	\$15,500.00	\$84,132.00	\$106,974.64	\$111,814.13
Projected Student Enrollment						
New student enrollment BS in HS			35	35	40	40
New second year BS in HS				30	30	35
Net new CSU-Pueblo student enrollment	0	0	35	65	70	75
Projected Enrollment Revenue						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Projected new/increased SCH (students*30CH)	\$ -	\$ -	\$ 1,050.00	\$ 1,950.00	\$ 2,100.00	\$ 2,250.00
Tuition rate per cr hr	\$ -	\$ -	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Tuition Revenue	\$ -	\$ -	\$ 367,500.00	\$ 682,500.00	\$ 735,000.00	\$ 787,500.00
25% financial aid reduction	\$ -	\$ -	\$ 91,875.00	\$ 170,625.00	\$ 183,750.00	\$ 196,875.00
TOTAL ENROLLMENT REVENUE	\$ -	\$ -	\$ 275,625.00	\$ 511,875.00	\$ 551,250.00	\$ 590,625.00
NET PROGRAM NEW REVENUE	\$ -	\$(13,000.00)	\$ 260,125.00	\$ 427,743.00	\$ 444,275.36	\$ 478,810.87

A program fee of \$15 per credit hour could generate approximately \$11,000 based on a history of 750 credit hours per year.

Board of Governors of the Colorado State University System
December 5-6, 2018
Consent Item

MATTERS FOR ACTION:

Colorado State University-Pueblo – Academic Calendar AY2018-2019 & AY2019-2020

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2019-2020 & AY2020-2021.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. (The AY2019-2020 calendar was approved by the Board in December 2016, and there are minor changes in what follows below. Fall 2019 dates were shifted by one week.)

UNIVERSITY CALENDAR 2019-2020 & 2020-2021

FALL

	<u>2019</u>	<u>2020</u>
Registration Begins	Mar. 11	Mar. 9
Classes Begin	Aug. 26	Aug. 24
End Add Period (full-term courses)	Aug. 30	Aug. 28
End Drop Period (full-term courses)	Sept. 9	Sept. 7
Fall Graduation Contract Deadline	Sept. 20	Sept. 18
End of Full-term Course Withdrawal Period	Oct. 25	Oct. 23
Thanksgiving Break	Nov. 25-29	Nov. 23-27
Classes End	Dec. 6	Dec. 4
Final Exams	Dec. 9-13	Dec. 7-11

SPRING

	<u>2020</u>	<u>2021</u>
Registration Begins	Oct. 21 (19)	Oct. 19 (20)
Classes Begin	Jan. 13	Jan. 18
End Add Period (full-term courses)	Jan. 17	Jan. 22
End Drop Period (full-term courses)	Jan. 27	Feb. 1
Spring Graduation Contract Deadline	Feb. 7	Feb. 12
End of Full-term Course Withdrawal Period	Mar. 13	Mar. 19
Spring Break	Mar. 23-27	Mar. 22-26
Classes End	Apr. 24	Apr. 30
Final Exams	Apr. 27-May 1	May 3-7
Commencement	May 1-2	May 7-8

SUMMER

	<u>2020</u>	<u>2021</u>
Registration Begins	Mar. 9	Mar. 8

First 4, 6 and 12-week Sessions

Classes Begin	May 11	May 17
Memorial Day (University Closed)	May 25	May 31
Summer Graduation Contract Deadline	May 29	June 4
Classes End		
First 4-week	June 4	June 10
First 6-week	June 18	June 24
12-week	July 30	Aug. 5

Second 4-week Session

Classes Begin	June 8	June 14
Independence Day Observed (University Closed)	July 3	July 5
Classes End	July 2	July 8

Second 6-week Session

Classes Begin	June 22	June 28
Independence Day Observed (University Closed)	July 3	July 5
Classes End	July 30	Aug. 5

Third 4-week Session

Classes Begin	July 6	July 12
Classes End	July 30	Aug. 5

*** Note - These Calendars are planned in advance and are subject to change. Unless otherwise stated, the University is open and classes will be held as scheduled.**

Board of Governors of the Colorado State University System
Meeting Date: December 6, 2018
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.1.9.3- C.2.1.9.6 Membership and Organization

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.9.3–C.2.1.9.6 Membership and Organization

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:

This motion implements several corrections and standardizes descriptions for various members of standing committees:

Makes references to faculty types consistent with the last changes to Section E on faculty types.

Clearly states the ability of committees to appoint ex officio members in addition to ex officio members appointed in the committee descriptions.

Standardizes and clarifies the language making the Chair of Faculty Council an ex officio member of every standing committee.

Makes the lists of members and ex officio members consistent in order across standing committees.

Board of Governors of the Colorado State University System
 Meeting Date: December 6, 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

C.2.1.9.3 Membership and Organization (*last revised May 3, 2018* December 6, 2018)

The membership of each standing committee is specified to fit the functions of that committee. Faculty membership on specialized standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members, as well as contract and continuing faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to full-time, part-time, and transitional tenure track and tenured faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. The Chair of the Committee on Non-Tenure-Track Faculty (or designee on the CoNTTF), administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of Colorado State University (ASCSU), and graduate student members representing the University Graduate Student Council shall be authorized for membership on specified standing committees. ~~Faculty membership on specialized standing committees shall be limited to regular full-time, regular part-time, transitional, and non-tenure track faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above. Faculty membership on regular standing committees shall be limited to regular full-time, regular part-time, and transitional faculty members who do not hold an administrative appointment of more than half-time (0.5) at the level of assistant/associate dean or above.~~ A member of a standing committee who becomes ineligible shall cease to hold this position.

Each standing committee shall have a chairperson whose term of office is twelve (12) months beginning July 1. Each standing committee chairperson shall be elected by and from the membership of that committee. After members of standing committees are elected, as specified in Section C.2.1.9.4, the continuing and newly elected members of each standing committee, other than the Executive Committee, shall meet and elect a committee chairperson for the coming term before May 15. The committee members who are being replaced may attend this meeting, and they may speak, but they shall not cast votes for the new chairperson. However, if a newly elected committee member is unable to attend

the meeting, then he or she may allow the committee member that he or she is replacing to cast a vote for the chairperson in his or her place.

Standing committees are expected to consult regularly with those administrators, members of the faculty, or others who can provide information necessary for effective deliberation. Each standing committee may name *ex officio* or associate members in addition to the *ex officio* and associate members specified in C.2.1.9.4. who are expected to attend committee meetings regularly. The appointments shall be reviewed by the standing committee annually. Each standing committee shall identify in its annual report to the Faculty Council its *ex officio* and associate members and others with whom it has regularly conferred. *Ex officio* members are expected to attend committee meetings regularly. All *ex officio* and associate members shall be non-voting, unless specified otherwise.

Standing committees shall convene subcommittees as needed to consider specific issues or perform specific tasks. These subcommittees shall exist to serve the standing committees. A subcommittee of a standing committee or advisory committee shall be chaired by a member of that committee, but may draw other members from throughout the University as appropriate.

~~The Chairperson of Faculty Council shall be an *ex officio*, non-voting member of each standing and specialized committee of the Faculty Council.~~ Unless otherwise specified in the committee's operating procedures, for transacting business at standing committee meetings, a quorum is defined as a simple majority of the voting members.

The elected chairperson of the standing committee shall serve as an *ex officio* voting member of the Faculty Council for the duration of his or her term as chairperson. The chairperson may designate a committee member to substitute as *ex officio* voting member provided prior notice is given to the Chairperson of Faculty Council.

C.2.1.9.4 Election to Membership and Term of Service (*last revised May 3, 2017* December 6, 2018)

Unless otherwise specified by the University Code, the terms of service for all elected faculty members of standing committees of the Faculty Council shall be three (3) years as defined below with the intent of approximately one-third (1/3) expiring each year. An exception is the Executive Committee, where faculty members serve one (1) year terms. The terms of service for all elected student members of standing committees of the Faculty Council shall be one (1) year. Terms of office for newly elected members of all standing committees are to

Board of Governors of the Colorado State University System

Meeting Date: December 6, 2018

Consent Item

begin July 1 for faculty members and October 25 for student members. Student members may serve on at most two (2) standing committees at any given time.

Nominations for the elected faculty membership on all standing committees other than Executive Committee (see Section C.2.1.9.5.a) shall be made by the Committee on Faculty Governance, with the slate of nominees to be placed on the agenda of the April meeting of Faculty Council. Nominations may be made from the floor. Voting shall be by written ballot unless otherwise specified. If only one (1) candidate is nominated, voting can be by voice vote. Election shall be by plurality. In the event of a tie for any position, the Faculty Council shall ballot again at the next regular meeting.

Nominations of undergraduate students to standing committees of the Faculty Council shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot. Nominations of graduate student members to Faculty Council standing committees shall be made by the University Graduate Student Council. Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the ballot.

Student nominations shall be submitted to the Faculty Council at its October meeting. After nominations have been closed, a vote shall be taken on the floor of the Faculty Council. In the event of a tie, the Faculty Council shall vote again. Election shall be by plurality.

The Committee on Faculty Governance may fill vacancies on standing committees of the Faculty Council occurring between normal elections either by making a temporary appointment to serve a period of time not more than the length of the vacancy being filled or by nominating a replacement to serve for a three-year term ending on June 30 three years hence. A three-year term beginning between the end of spring semester of the previous academic year and December 31 of the current academic year includes the current academic year and two more years. A three-year term beginning between January 1 and end of the spring semester of the current academic year will include the rest of the current spring semester and then three more academic years.

A temporary appointment shall be approved by majority vote of the Committee on Faculty Governance. A replacement serving for a three-year term shall be elected using the regular election procedure as described in C.2.1.9.4 (this section). The Committee on Faculty Governance will communicate with chairs of affected

standing committees when replacing a vacancy that occurs between normal elections.

C.2.1.9.5 Standing Committees: Membership and Function

a. *Executive Committee (last revised August 12, 2009)*

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (*ex officio*), the Provost (*ex officio*), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of his or her term as Chairperson of the Faculty Council. The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.
10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.

b. *Committee on Faculty Governance (last revised ~~May 2, 2017~~ December 6, 2018)*

The Committee on Faculty Governance shall consist of one (1) faculty representative from each college and the Libraries and the

Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.
5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.
6. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 1.III.B.2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council

c. *Committee on Intercollegiate Athletics* (last revised ~~August 12, 2009~~
December 6, 2018)

The Committee on Intercollegiate Athletics shall consist of one (1) faculty representative from each college, and the Libraries, and the Chairperson of Faculty Council (*ex officio*), the Faculty Athletics Representative (*ex officio*), the Director of Athletics (*ex officio*), one (1) graduate student, and one (1) undergraduate student.

The Committee on Intercollegiate Athletics shall recommend to the Faculty Council policies pertaining to intercollegiate athletics, review compliance with policies adopted, and act in an advisory capacity to the Director of Athletics. Specifically, the standing committee shall have the following responsibilities:

1. To recommend to the Faculty Council policies pertaining to the operation of the Department of Athletics, including rules compliance, academic integrity, and the general welfare and equitable treatment of student-athletes and staff.
2. To review annually intercollegiate athletics' programs and make recommendations to the Director of Athletics regarding the

- operation of the Department, including selection and retention of sports, academic integrity, compliance, and the general welfare and equitable treatment of student-athletes and staff.
3. To advise the Director of Athletics and the Faculty Athletics Representative on positions to be taken on national and conference issues.
 4. To advise the President on the selection of the Director of Athletics and the Faculty Athletics Representative.
 5. To perform functions requested or required of a Faculty Intercollegiate Athletic Committee by the National Collegiate Athletic Association and/or any athletic conferences of which the University may be a member.
 6. To review summaries of student-athlete exit surveys, academic progress reports, and other appropriate reports, and to include an assessment of this information in the Committee on Intercollegiate Athletics annual report to the Faculty Council.

d. *Committee on Libraries* (last revised ~~October 7, 2016~~ December 6, 2018)

The Committee on Libraries shall consist of one (1) faculty representative from each college, and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Dean of Libraries (*ex officio*), one (1) representative from the Office of the Vice President for Research (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies affecting or impacting the operation of the Libraries.
2. To advise the Committee on Strategic and Financial Planning of the Library's budgetary and service requirements.
3. To advise the Dean of Libraries:
 - a. On strategies and policies for services and collections;
 - b. On the allocation of funds to support Library services; and
 - c. On the needs of its patrons (students, faculty, staff, community at large.)

e. *Committee on Responsibilities and Standing of Academic Faculty*

The Committee on Responsibilities and Standing of Academic Faculty shall consist of one (1) faculty representative from each college and the Libraries and the Chairperson of Faculty Council (*ex officio*). The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of faculty to the University, college, and department.

2. Policies related to the standing of the faculty including selection, appointment, evaluation, merit incentives, rank and promotion, tenure, termination of employment, leaves, and academic freedom.
3. Policies and procedures related to faculty grievances.

f. ***Committee on Scholarship, Research and Graduate Education***
(last revised ~~December 14, 2004~~ December 6, 2018)

The Committee on Scholarship, Research and Graduate Education shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) graduate student~~, and the Vice Provost for Graduate Affairs/Assistant Vice President for Research (*ex officio*), and one (1) graduate student. Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations. The duties of this standing committee shall be:

1. To recommend to the Faculty Council policies concerning research and scholarly activities.
2. To recommend to the Faculty Council policies concerning the Graduate School.
3. To review and forward with recommendations to the University Curriculum Committee proposals for new graduate programs and changes in existing graduate programs.
4. To conduct inquiries/investigations of charges of misconduct in research, artistry, and other scholarly activities, including charges of misconduct in science as federally mandated. The standing committee will coordinate such inquiries/investigations with the VPR and will develop a pool of faculty from which specific panels will be selected. At the discretion of the standing committee, persons who are not members of the faculty may be included on inquiry/investigative panels.

g. ***Committee on Scholastic Standard*** (last revised ~~January 27, 2006~~
December 6, 2018)

The Committee on Scholastic Standards will consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), and the Director of the Center for Advising and Student Achievement (CASA) (*ex officio*). The duties of this standing

committee shall be to recommend to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies.

The standing committee shall also act as a hearing board and render decisions on:

1. Appeals of academic dismissal.
2. Appeals for retroactive withdrawal.

h. *Committee on Strategic and Financial Planning* (last revised ~~May 3, 2017~~ December 6, 2018)

The Committee on Strategic and Financial Planning shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) undergraduate student, one (1) graduate student~~, one (1) dean (*ex officio*), the Provost (*ex officio*), the Vice President for Finance (*ex officio*), the chair of the Administrative Professional Council (*ex officio* voting), the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), and the Chair of the Classified Personnel Council (*ex officio*, voting), one (1) undergraduate student, and one (1) graduate student. The duties of this standing committee shall be:

1. To recommend policies to the Faculty Council related to planning and budgeting activities that affect the academic function of the University.
2. To review the procedures, outcomes, and accountability of the University's strategic planning processes and plans.
3. To present the standing committee's evaluations and recommendations on such planning processes and plans to the Faculty Council for approval or disapproval on a semiannual basis.
4. To review University proposals, policies and procedures as they affect the academic programs and structure of the institution.
5. To review new academic program proposals from a strategic and financial planning perspective and report recommendations to Faculty Council.
6. To recommend priorities for resource allocations to achieve University academic planning goals.

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7. To recommend policies for the distribution of faculty compensation increases.
8. To monitor the on-going financial status of the University and inform Faculty Council of any conditions likely to result in financial exigency. The Committee should collect information about procedures used in other universities faced with financial exigency and any other information that would aid in developing reasonable plans to deal with current conditions of financial exigency.
9. To consult with the President of the University regarding the declaration of the condition of financial exigency; should a recommendation of financial exigency be made by the President to the Board, the CoSFP chair shall present the views of the committee to the Board.

i. ***Committee on Teaching and Learning*** (last revised ~~May 3, 2017~~
December 6, 2018)

The Committee on Teaching and Learning shall consist of one (1) faculty member from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), ~~one (1) graduate student, one (1) undergraduate student~~, the chair of the Committee on Non-Tenure Track Faculty or designated member of the Committee on Non-Tenure Track Faculty (*ex officio* voting), the Provost or his or her designee (*ex officio*), the Vice President for Student Affairs or his or her designee (*ex officio*), and the Director of The Institute for Learning and Teaching (*ex officio*), one (1) graduate student, and one (1) undergraduate student. The duties of this standing committee shall be to recommend to the Faculty Council:

1. Policies, practices, and standards for maintaining and improving the quality of teaching and learning.
2. Policies related to undergraduate advising.
3. Policies related to academic records and registration and undergraduate admissions.
4. Policies related to the activities of:
 - a. The Institute for Learning and Teaching
 - b. Academic Computing and Networking Services
 - c. Student Outcomes Assessment
 - d. Other offices and programs that directly support instruction and student development.
5. Policies related to standards of student behavior, academic honesty, co-curricular activities and other aspects of campus life.
6. In addition to the foregoing, the Committee on Teaching and Learning will oversee the selection of the University Distinguished

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Teaching Scholars. The criterion for selection is outstanding teaching. The Committee on Teaching and Learning will develop and publicize the selection process and the specific criteria for making the selection.

j. *Committee on University Programs*

The Committee on University Programs shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), one (1) graduate student and one (1) undergraduate student. ~~Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations.~~ The duties of this standing committee shall be:

1. Concerning Centers, Institutes, and Other Special Units:
 - a. To develop and recommend to Faculty Council criteria for identifying university units subject to Section C.2.3.6 University Centers, Institutes, and Other Special Units.
 - b. To develop and recommend to Faculty Council policies and procedures for the establishment, continuance, and termination of centers, institutes, and other units meeting the established criteria.
 - c. In consultation with other standing committees as appropriate, to evaluate proposals for centers, institutes, and other units meeting the established criteria on the basis of (1) appropriateness and acceptability of the name of the unit and (2) consistency of the mission of the unit with the mission and strategic plan of the University, and to make recommendations based on these evaluations for action by Faculty Council.
2. To recommend policies to the Faculty Council related to University Advancement, Conference Services, and University facilities that affect the academic function of the University.
3. To recommend policies to the Faculty Council related to international activities, including international education, research and development, training, student services, and Intensive English.

k. *University Curriculum Committee* (last revised ~~June 22, 2006~~ December 6, 2018)

The University Curriculum Committee shall consist of one (1) faculty representative from each college and the Libraries, the Chairperson of Faculty Council (*ex officio*), the Provost or his or her designee (*ex officio*), one (1) undergraduate student, and one (1) graduate student, ~~and the~~

~~Provost or his or her designee (ex officio).~~ The duties of this standing committee shall be:

1. To receive or initiate recommendations pertaining to each and every course and program offered for academic credit by any unit of the University.
2. To evaluate all proposals for new undergraduate courses and programs as well as changes in existing courses and programs for correlation with other departments before consideration and approval by the Faculty Council.
3. To evaluate all proposals for new graduate courses and programs as well as changes in existing courses and programs for correlation with other departments. Review of graduate programs is conducted after the Committee on Scholarship, Research, and Graduate Education has recommended approval prior to their submission to the Faculty Council for approval.
4. To develop necessary administrative procedures for informing interested colleges concerning courses under consideration.
5. To evaluate proposals for the establishment of new departments, and the change of academic name, change in college affiliation, dissolution, division, or merger of existing departments.
6. To recommend policies to the Faculty Council related to the operations of the Division of Continuing Education which impact curricula.

C.2.1.9.6 Specialized Standing Committees: Membership and Function

- a. **Committee on Non-Tenure-Track Faculty** (*last revised ~~September xx,~~ 2018 December 6, 2018*)

The Committee on Non-Tenure-Track Faculty shall consist of one (1) ~~non-tenure-track contract or continuing~~ faculty member (~~senior teaching, special, or multi-year research appointment~~) from each college and the Libraries, two (2) ~~regular~~ tenure or tenure track faculty members elected from the Colleges and the Libraries, the Chairperson of Faculty Council (ex officio), one (1) undergraduate student, and one (1) graduate student. The duties of this specialized standing committee shall be to recommend to the Faculty Council:

1. Policies defining the general responsibilities of ~~non-tenure-track contract, continuing, and adjunct~~ faculty to the University, college, and department.
2. Policies related to the standing of ~~non-tenure-track contract, continuing, and adjunct~~ faculty.

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Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Preface and Section H

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Preface and Section H

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:

The changes are requested to fix the “Preface problem” that gave APC a veto over any changes to the Manual that were approved by Faculty Council. APC officially voted to approve this version of the Preface and the new Section H proposed.

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 – 2018-2019

Preface (*last revised* ~~August 5, 2016~~ December 6, 2018)

Unless a proposed change or addition to this *Manual* is necessitated by action of the Board or the Colorado General Assembly, it must be approved by the Faculty Council prior to submission to the Board in accordance with the procedures in Section C.2.2.e and Section H of this *Manual*. ~~Proposed changes or additions to *Manual* sections that apply to administrative professionals are subject to the approval of the Administrative Professional Council prior to action by Faculty Council.~~ Since the Manual governs both Faculty and Administrative Professionals, any change or addition shall follow the process in Section H and reflect the equitable partnership between these two groups.

SECTION H. CHANGES TO THE ACADEMIC FACULTY & ADMINISTRATIVE PROFESSIONAL MANUAL (*New section* December 6, 2018)

H.1. General Expectations

- a. A proposed change to the Academic Faculty & Administrative Professional Manual (hereinafter referred to as the “Manual”) may be initiated by either the Faculty Council or the Administrative Professional Council.
- b. It is generally expected that a proposed change to the Manual that affects faculty will be approved by the Faculty Council prior to its submission to the Board by the President.
- c. It is generally expected that a proposed change to the Manual that affects administrative professionals will be approved by the Administrative Professional Council prior to its submission to the Board by the President.
- d. When both councils will be expected to approved a proposed change to the Manual, it is generally expected that the proposed change will be developed jointly by the two councils.

H.2. Joint Development of Proposed Changes

When either of the two councils decides to initiate a proposed change to the Manual, the initiating council shall inform the other council of its intention to initiate the proposed change. The Chair of each council shall assign an appropriate working group from that council to work on the proposed change. Draft proposals (including proposed changes to previous draft proposals) produced by either working group shall be sent to the other working group for a response. It will often be useful for the two working groups to meet jointly to discuss the proposed change. It is generally expected that the two working groups will come to agreement on a final version of the proposed change prior to its submission to either council for a formal vote.

In the unlikely event that the two working groups cannot reach agreement on a final version of the proposed change, each council may submit a draft proposal to its membership for discussion, possible amendment, and a possible vote. In this case, when the proposed change is presented at the meeting of each council, the agenda packet shall include written arguments from both working groups, and representatives of both working groups shall be allowed to address the council members at the meeting.

If the two councils approve different versions of the proposed change, or if one council votes to oppose a proposed change passed by the other council, then the Chairs of the two councils shall form an ad hoc committee to attempt to resolve any differences. If this committee comes to an agreement on a final version of the proposed change, then it shall be submitted to each council for final approval.

H.3. Unresolved Differences

In the unlikely event that the ad hoc committee is unable to agree on a final proposal, then each council may decide to present its version of the proposed change to its membership for a vote, or to vote to oppose the proposed change passed by the other council. In this case, when the proposed change is presented at the meeting of each council, the agenda packet shall include written arguments from both working groups, and representatives of both working groups shall be allowed to address the council members at the meeting.

If this results in two different versions of the proposed changes being approved by the two councils, or one council approving a proposed change and the other council voting to oppose that change, then each council shall send their proposals and arguments to the President. The President shall then decide whether or not to submit a proposed change to the Board for approval.

Board of Governors of the Colorado State University System
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Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section E.13 Advancement in Rank (Promotion)

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.13 Advancement in Rank (Promotion)

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:

1. This incorporates into the promotion process the new ranks that were created in Section E.1.
2. This allows the faculty member to initiate the promotion process.
3. By using “level” as a guideline for promotion, it greatly simplifies the complex issue of promotion within and between the two paths of advancement. Moreover, in changing from one path of advancement to the other, the use of “levels” as a descriptor for both paths simplifies the description of the promotional process.
4. Adding verbiage about revision of department codes conforms to the Provost directive stating that codes need to specify criteria for each rank and title of faculty within their departments.

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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 – 2018-2019

E.13 Advancement in Rank (Promotion) *(last revised ~~June 21, 2011~~ December 6, 2018)*

For the purposes of discussing promotion in this section, the six (6) available ranks for faculty are grouped into four (4) levels as follows:

- i. Instructors
- ii. Senior Instructors and Assistant Professors
- iii. Master Instructors and Associate Professors
- iv. Professors

A promotion is an advancement in rank from one level to a higher level. A change in rank within a level is not a promotion. Department and College codes should specify the expectations for each of these ranks within their unit. Department and College codes should define all titles used for faculty within their unit and the expectations for each of the six (6) ranks, utilizing guidelines from the Provost.

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to a tenure track assistant professor, the individual shall be promoted concurrently to associate professor as part of the tenure process.

Normally, after five (5) years in rank ~~as an associate professor,~~ faculty are eligible to be considered for promotion ~~from associate professor to professor.~~ If the promotion is approved, it shall become effective the following July 1. ~~Advancement from associate professor to professor.~~ Promotion may be considered prior to five (5) years in rank in those cases in which the faculty member's performance clearly exceeds the standards for promotion ~~to professor~~ established pursuant to the performance expectations stipulated in Section E.12.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall state unambiguously whether or not service at other institutions will count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The

department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations *(last revised June 21, 2011
 December 6, 2018)*

The ~~head of the department~~ faculty member shall initiate the process leading to a recommendation for the granting or denial of promotion by submitting a formal request for promotion in rank to the department head. The ~~department head~~ faculty member should consult with the ~~promotion committee~~ department head before initiating this process. The ~~department head~~ faculty member should also consult the website of the Office of the Provost for information and forms regarding applications for promotion.

Because this recommendation is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot for or against promotion of the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or opposition. The Board has delegated the final decision to the President.

E.13.2 Promotion Committee

This section describes the membership of the promotion committee and which members of the committee are voting members. Department codes may specify additional requirements beyond those specified in this section.

~~The promotion committee must have at least three (3) voting members and shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof.~~ The department head, college dean, Provost, and President are not eligible to serve on the promotion committee and shall not be present during the committee's deliberations, except when specifically invited by the committee. A faculty member holding an administrative appointment (as defined in Section K.11.2) of more than half time (0.5) is not eligible to serve on the promotion committee unless the department code specifies otherwise. If a faculty member holding an administrative appointment does serve on the promotion committee, it is expected that ~~he or she~~ they will not participate in discussions of the case at higher administrative levels. A faculty member with a conflict of interest is expected to recuse ~~himself~~

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~~or herself oneself~~. The eligible department faculty members are all other ~~tenured~~ department faculty members of higher ~~rank level~~ than the faculty member under consideration who meet any additional eligibility requirements specified in the department code.

For promotion of a tenured or tenure-track faculty member, only tenured committee members are voting members. For promotion of a non-tenure track faculty member, this restriction does not apply. A department may specify in its code additional requirements for voting members.

The promotion committee shall consist of all eligible department faculty members, or, if so specified in the department code, a duly elected committee thereof, unless this leads to a committee with fewer than three (3) voting members. If a ~~the~~ committee ~~of at least~~ has fewer than three (3) ~~tenured eligible~~ voting faculty members of higher rank within the department cannot be constituted, then additional ~~tenured eligible~~ voting faculty members of higher rank shall be selected from other departments within the University so as to produce a committee ~~of with~~ three (3) voting members. A department may specify in its code a procedure for narrowing the pool of ~~eligible~~ additional eligible voting members to faculty in disciplines similar to that of the candidate, possibly including faculty from other colleges. In the absence of such a procedure, the pool shall consist of all ~~tenured eligible~~ voting faculty members of higher rank on the promotion committees from all departments within the college. The department head shall draw the additional members of the promotion committee by lot from the pool of eligible faculty members. Faculty members from other departments may decline to serve on the promotion committee.

Section 14

Meeting Evaluation

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Section 15

Evaluation Committee



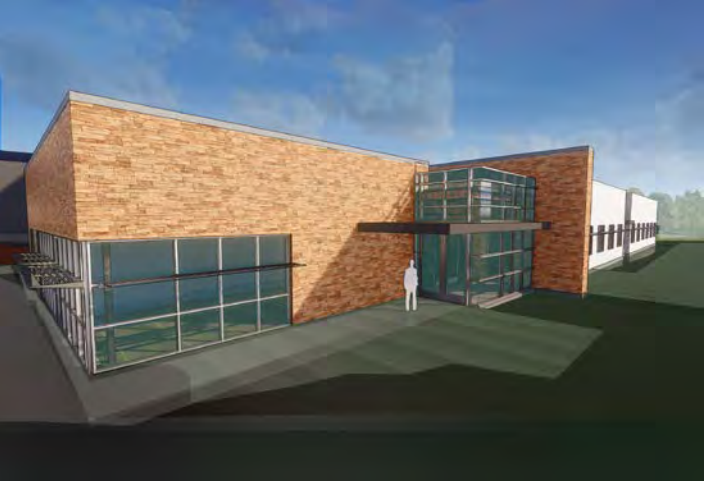
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APPENDICES



- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings






APPENDIX I

Construction Status Reports

Project	Bonds/Funding		Occupancy	Status as of Nov 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 style="text-align: center;">Research Horse Barn</p> 	<p>Jan 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. Furniture delivery in early December with occupants moving in early January. Research Horse barn occupancy will be delayed pending arrival of stalls.</p>
<p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$22,000,000</p>	<p>\$25,000,000-bond funds</p> <p>General fund</p> <p>\$3M to IDRC Central Chiller Plant</p>		<p>Aug 2020</p>	<p>This project will construct a 38,000 gsf infectious disease research building on Foothills Campus, connected to the Regional Biocontainment Laboratory.</p> <p>Architect and contractor are under contract. Design is at DD level and groundbreaking is expected in Spring 2019.</p>

Project	Bonds/Funding		Occupancy	Status as of Nov 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 increased to include tenant finish for core and shell space. Landscape, telecom, drywall and ceiling grid installation in progress. Project is approximately 90% complete and is on schedule.</p>
<p>JBS Global Food Innovation Center in Honor of Gary & Kay Smith</p> <p>Total Budget: \$20,000,000</p>	<p>\$5,000,000-bond funds</p> <p>Remaining funding from donations and General Fund</p>		<p>January 2019</p>	<p>This project will construct an approximately 36,600 gsf food animal handling and meat processing facility addition to Animal Sciences.</p> <p>Project is in budget and on schedule. Production equipment installation, casework and exterior storefronts underway. Project is approximately 90% complete.</p>

Project	Bonds/Funding		Occupancy	Status as of Nov 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 metal panel, interior drywall and finishes underway. Project is approximately 90% 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>Shepardson Concept Study</p>	<p>TBD-dependent on timing of remaining state 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. Design-Build GMP procurement is underway.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 11/13/2018	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	

APPENDIX II

Correspondence

From: Michael Korn <makompk@aol.com>

Sent: Sunday, October 28, 2018 12:31 PM

To: CSUS Board <csus_board@Mail.Colostate.edu>; Rollin, Bernard <Bernard.Rollin@ColoState.EDU>;
presofc <presofc@colostate.edu>; President Office <president_office@Mail.Colostate.edu>;
letters@collegian.com

Cc: annualgiving <annualgiving@colostate.edu>; Bjostad, Louis <Louis.Bjostad@ColoState.EDU>;
Telling, Glenn <Glenn.Telling@colostate.edu>; kurt.knierim@colostate.edu; Gudmestad, Robert
<Robert.Gudmestad@colostate.edu>; Didier, John <John.Didier@ColoState.EDU>; Robinson, Nancy
<Nancy.Robinson@colostate.edu>; Osher Comments <osher_comments@Mail.Colostate.edu>;
ericlarsen@coloradoan.com; Kevin Duggan <kevinduggan@coloradoan.com>; kragan@coloradoan.com

Subject: Ortiz: Keep hate groups out of CSU

<https://collegian.com/2018/10/ortiz-keep-the-proud-boys-out-of-csu/>

Dear **Board of Governors** and President Frank,

As a citizen of Fort Collins and a Colorado taxpayer, it astounds me and deeply disappoints me that CSU, in the name of "freedom of speech", allows hate groups on campus.

The fact that CSU president and chancellor Tony Frank is Jewish only deepens my bewilderment.

Hate mongers respect people with enough self-respect to protect themselves and those under their charge.

CSU students pay enormous amounts of money to attend your school: you should feel a responsibility to protect them from hate mongers who seek to molest American citizens with spurious words like "go back to Africa".

You insouciance in the face of this ugly threat is horrifying to me.

This is pretty much the way the Jews of Germany reacted to Hitler during his rise to power in the 1920s and 1930s: they laughed and mocked him and his NAZIs as a bunch of ignorant malcontents.

But the joke was on them in the end.

Your cowardice makes me ashamed to live in Fort Collins.

***Sincerely,
Michael Korn
970-631-1851 (cell)
80525***

PS I submitted [this comment](#) to the above well written article in The Collegian:

Very well stated. You guys pay A LOT of money to attend CSU. You have a right to study there in peace and safety.

The university has no right to allow agitators to disturb the campus atmosphere.

Anyone who tells American citizens to "go back to Africa" or denigrates them in any other way should be prohibited from being on campus.

Students should petition the administration and Board of Regents about this.

And perhaps consider a tuition boycott if the university will not ensure freedom from harassment and hate speech on campus.

And that goes for Christian missionaries who shout at student passersby on the Plaza that they are going to hell...

Students also should consider filing a class action lawsuit against CSU for failing to provide an atmosphere on campus conducive to learning and thus being in breach of contract with the tuition paying students.

APPENDIX III

Higher Ed Readings

As more Latinos go to college, schools vie to become Hispanic-Serving Institutions

The Hechinger Report; 10/16/2018

Between 1996 and 2016, Hispanic college enrollment grew from 8 to 19 percent, nationally, and nearly two-thirds of these Latino undergraduates attend Hispanic-Serving Institutions (HSIs). The number of HSIs has also been growing – up from 131 in 1996 to 492 in 2017 – and there is increasing competition for federal grant money, available specifically to these schools. Currently, any school with at least 25% Latino enrollment can apply for HSI status, and in 2017 there were 333 “emerging HSIs” or schools with 15-24.9% Latino enrollment. However, while other minority-serving institutions, like HBCUs, have a strong focus on identity – curricula, faculty, and student groups that center on black culture, a record of being largely run by African-Americans throughout their history, high percentages of African-American faculty and staff – HSIs were not created with the sole purpose of educating minority students, and an HSI designation does not mean Latino culture or curricula dominates on campus. Because of this, as more schools apply to become HSIs, groups like Excelencia in Education are upping the ante. Excelencia recently announced a voluntary certification program that will highlight schools that improve curricula and faculty hiring and bolster academic performance and graduation rates, in addition to enrollment rates. 20 schools are expected to receive the initial Seal of Excelencia.

Mergers can benefit all involved – but they’re never easy

The Chronicle of Higher Education; 10/21/2018

Mergers and acquisitions are on the rise, with the number doubling from 12 to 24 in the 2010-2017 time period over the 2000s. There are many reasons for schools to explore the merger option – adding new programs or schools, gaining additional real estate, growing the student population – although in most cases, at least one institution is facing an immediate or potential financial crisis. Navigating the needs and desires of students, faculty, alumni, boards, and accreditors can be tricky, and schools run the risk of waiting too long and missing the most meaningful opportunities. In addition to these obstacles, public institutions also need to negotiate political oversight, state coordinating boards, and unions. The merger of 18 of Georgia’s 35 state colleges and universities has been one of the most successful public examples to date.

New data brings daylight to the graduation gap in higher education

Forbes; 10/31/2018

Beginning in 2017, colleges and universities have to publicly report graduation rates for students who receive federal Pell Grants. This new data led to a report by The Third Way, with three key takeaways. One, while Pell Grant recipients have lower graduation rates overall, when compared to non-recipients, there are some bright spots. 246 schools in the report were listed as “high-quality Pell-Serving Institutions (PSIs)” where recipients make up 37% or more of the population and have a graduation rate over 50%. Two, certain regions of the country are Pell Grant graduation “deserts” – seven states, including Colorado, have no high quality PSIs. However, CSU was identified as a school defying the “desert” odds, with a Pell Grant graduation rate of 62%, thanks to programs providing financial and logistical support for low-income students. Finally, California public universities are creating the model for others. Seven of the top-ten PSIs were in California, with UCLA being tops in the country.

The talent dividend in urban and rural areas

CityLab; 10/31/2018

Across the nation, almost 90% of college grads live in urban counties and just one in ten live in rural communities. This is largely due to sheer population numbers; however, studies indicate that one-third of the difference in economic growth between non-metro and metro areas can be attributed to educational attainment. Despite these broad-brush trends, there are important differences to note across this landscape. For instance, between 2010 and 2016 the number of college grads increased by 1.8% overall. Urban counties in large metro areas had the greatest rate of gain, but small rural counties not adjacent to metro areas were third, and all types of rural counties had a growth rate of 1.4% or better. And while urban counties in large metro areas account for the largest share of counties in the top 10% of job growth, next highest are the smallest and most remote rural areas. These nuances and complexities are important to remember when thinking about talent distribution and higher education in the context of rural vs. urban.

[CSU Todos Santos Center November newsletter](#)

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As more Latinos go to college, schools vie to become Hispanic-Serving Institutions

The Hechinger Report

ORLANDO, Fla. — The University of Central Florida opened during the civil rights movement, and from the beginning school leaders made racial diversity a priority. In 1969, the school established a black student union. In 1970, it developed an affirmative action strategy. Now UCF is on a new mission to excel in enrolling, educating and graduating Latino students, and nothing better sums up its new diversity goal than the phrase on the T-shirts displayed in the front of its bookstore: “¡Vamos Knights!”

The school is increasing its resources for Latinos, hosting roundtables on undocumented immigrant students and offering workshops on topics such as “Latinidad and LGBTQ+.” After Hurricane Maria, it welcomed displaced Puerto Ricans and gave them an in-state tuition break.

Like hundreds of universities around the country, the University of Central Florida’s Hispanic population has been growing, [rising](#) from 21.6 percent in fall 2014 to 26 percent today. Nationally, Hispanic college enrollment grew from 8 to 19 percent of all students between 1996 and 2016, according to the [U.S. Census Bureau](#). Cyndia Muñoz, UCF’s assistant director for Hispanic-serving initiatives, said her institution has embraced the growth. “We want to be an example of what it means to be a Hispanic-serving institution, if not the example,” she said.

There are incentives to do so. Any school with at least 25 percent Hispanic enrollment can apply to be federally recognized as a Hispanic-Serving Institution, a label that can qualify them for federal grants. UCF [hit that enrollment threshold](#) in the 2017-18 school year. It expects to be on the Department of Education’s list of Hispanic-serving schools by the end of 2018, Muñoz said.

During the 1995-96 school year, there were just 131 schools that fit the definition of a Hispanic-serving college or university. By 2016-17, there were 492, ranging from well-known four-year schools such as the University of California, Irvine to regional two-year schools such as New Jersey’s Essex County College. Nearly two-thirds of [Latino undergraduates attend](#) Hispanic-Serving Institutions, according to estimates by Excelencia in Education, an organization that advocates for Latinos in higher education. But the federal budget for HSIs isn’t keeping up, leaving many schools out of the running for one of the coveted, competitive federal grants.

And soon, there will be many more of these schools. In 2016-17 there were 333 colleges and universities on track to become Hispanic-serving, what Excelencia calls emerging HSIs. The schools have between 15 and 24.9 percent Latino enrollment.

Many colleges and universities are eager for the Hispanic-Serving Institution label. Beyond the potential grant dollars, being identified as “Hispanic-serving” makes them more attractive to minority students as schools vigorously compete for dwindling numbers of undergraduate learners. But advocates say the label can be hollow. That’s because the Department of Education doesn’t look at what services or programs a university offers these students, just their numbers.

“As more and more institutions hit that enrollment threshold, we have to raise the standards and expectations of what it is to be really serving our students,” said Deborah Santiago, co-founder of Excelencia in Education, at an event in Washington, D.C., in September.

One measurement of how well a school serves its students is graduation rates. Latino students at Hispanic-Serving Institutions typically have higher graduation rates than Latino students at non-HSIs, according to a [December 2017 report from The Education Trust](#), a nonprofit organization that advocates for low-income students. For example, Latino students who had an SAT score in the 1000 range and attended a Hispanic-Serving Institution had a 51 percent six-year graduation rate. Those who went to a non-HSI had a 46 percent graduation rate.

Yet several institutions on the list of Hispanic-Serving Institutions have wide gaps in graduation rates between their white and Hispanic students. For example, at Oklahoma Panhandle State University, the six-year graduation rate for Latino students pursuing a bachelor’s degree is 20 percent, but for all students it’s 43 percent and for white students it’s 46 percent, according to a Hechinger analysis.

“Despite their growth, HSIs have been criticized for solely being ‘Hispanic-enrolling,’ meaning they enroll a large percentage of Latina/o students but do not necessarily produce equitable outcomes,” [wrote Gina Garcia](#), an assistant professor at the University of Pittsburgh, in the *Review of Higher Education* journal in 2016. “Focusing solely on enrollment and graduation rates creates a limited understanding of what it means to have an identity for serving Latina/o students.”

At Oklahoma Panhandle State University (OPSU), the recent boost in Latino student enrollment is a reflection of demographic changes in the Panhandle region. Hispanics are more than 50 percent of those younger than 44 in Texas County, where the university is located, according to [a report from the Oklahoma Policy Institute](#).

OPSU was recognized as a Hispanic-Serving Institution in February of 2018, and the administration says it’s trying to cater to its Latino students. The university is a member of the Hispanic Association of Colleges and Universities (HACU), and students participate in the group’s internship program, which serves as a pipeline to get more Latinos into the federal workforce. Director of Hispanic student services Teri Mora regularly accompanies members of the school’s Hispanic American Leadership Organization student group to the United States Hispanic Leadership Institute conference. OPSU students also won the National Hispanic College Quiz in 2015 and 2017. This year, the university started an alumni group for Latino students to strengthen engagement with graduates.

But it recognizes that its graduation rates for Latino students are far from stellar.

The university is in need of more resources, says Ryan Blanton, vice president of outreach. Oklahoma has slashed appropriations for higher education. Per-student funding [fell by more than 30 percent](#) between 2008 and 2017, according to the Center on Budget and Policy Priorities, a nonpartisan research institution that examines how to reduce poverty and inequality.

Becoming an HSI was critical for seeking resources to help the university close the graduation gap, says Blanton. “That allows us to go after federal programs designated specifically to increase graduation rates and better support Hispanic students in higher education.”

Nancy Melendez, a member of OPSU’s student senate and Hispanic American Leadership Organization, believes the school’s HSI designation will have a positive effect. “It’s definitely an improvement not just for us, but I think, for all minorities, that we’re creating a bigger diversity,” said Melendez, a 26-year-old senior from Mexico. “Not only are we growing in numbers, but we’re bettering ourselves.”

Forging an identity is part of the challenge of being Hispanic-serving in not just name but also practice. Unlike historically black colleges and universities (HBCUs), the most well-known category of minority-serving institutions, Hispanic-serving schools were not created with the sole purpose of educating minority students. HBCUs were started in the 1800s because African-Americans were initially barred from enrolling in white colleges. Historically black schools are known for having curricula, faculty and student groups that center on black culture, and have been largely run by African-Americans since their incarnation. The term Hispanic-serving institution wasn’t created until the early 1990s, and receiving this designation does not mean a school is steeped in Latino culture or curricula.

The learning environment at Hispanic-serving schools varies widely. At some, such as University of California, Irvine and Florida International University, students can get a degree in Spanish. At others, such as Oklahoma Panhandle State University and Massachusetts’ Cambridge College, students don’t have this option. A Hechinger Report analysis found that at some schools, such as The University of Texas Rio Grande Valley, over 30 percent of faculty are Latino. At others, such as California’s Mount Saint Mary’s University, less than 10 percent of faculty are Latino. On average, about 21 percent of faculty at Hispanic-Serving Institutions identify as Latino, according to a [2015 report from New America](#), a left-leaning think tank. At HBCUs, about [57 percent of faculty identify as black](#), according to a 2013 report from the University of Pennsylvania’s Center for Minority Serving Institutions.

Currently, any school that meets the definition of an HSI can apply for certain grants, such as the [Title V grant](#) and the [Title III Part F grant](#), administered by the U.S. Department of Education, which are awarded for five-year periods. The grants enable Hispanic-Serving Institutions to expand resources for Latino students. Title III Part F helps Latinos and low-income students who want a degree in science, technology, engineering or math, and [the average grant amount is \\$775,000](#). Many Title V Grant requests are north of [\\$2 million](#).

But plenty of schools that apply get zero dollars, and advocates worry that the growing number of institutions will quickly drain the pool of funding from Congress. In fiscal year 2015, the last year for which the Department of Education has data, Congress appropriated [more than \\$100 billion](#) for Title V. For Title III Part F — the STEM grant — the appropriation was [nearly \\$95 million](#) in 2013.

“There is still a huge gap, because the number of HSIs continues to grow more rapidly every year than the amount of dollars coming from Congress,” said Antonio Flores, president of the Hispanic Association of Colleges and Universities, which has lobbied for more federal money

for these grants. “Only about half or less of all the HSIs get some grant funding at any given year because there is not enough money for everyone.”

As the number of Hispanic-Serving Institutions increases, “you have more competition,” Flores said.

The label is more “sexy” now, says Santiago of Excelencia, because of the potential for federal grants, but its broad definition doesn’t always motivate schools to do the hard work of serving. That’s all the more reason to make the designation more meaningful: “We have seen institutions that say look ... I’m an HSI because of my demography,” Santiago said. “I’m not necessarily an HSI where I own that definition because of my intentionality and my impact.”

Excelencia is one organization that’s trying to help schools act on their mission and increase the number of Latino college graduates.

On October 11, Excelencia announced the Seal of Excelencia, a voluntary certification for which institutions can apply. The seal will highlight schools that go above and beyond to help Latino students excel.

“The Seal of Excelencia is a way to codify what it really means to serve Latino students, not just enroll them,” Santiago said. “The seal is critical because we need to find ways to recognize what it means to serve these students well.”

Santiago anticipates that, initially, 20 schools will receive the seal. Those that apply but aren’t awarded a seal can participate in a “Ladder of Engagement ... a way for us to bring together technical assistance around data, practice and leadership — which are the three pillars of the Seal of Excelencia — for institutions that want to do a better job.” The assistance will include improving curricula and faculty hiring, along with bolstering other practices to boost Latino student enrollment, academic performance and graduation rates.

“We think there needs to be more to differentiate or to better understand institutions that are taking seriously their commitment to the students who are enrolling and helping them to persist and complete,” Santiago said.

Even at the University of Central Florida, students say there’s work to be done. Puerto Rico native Jennifer Tirado came to UCF right after high school, just shortly after her family moved to Florida. In her early months on campus, the presence of Latino culture left something to be desired.

The 21-year-old senior remembers just one campus restaurant that specialized in Latino food — Cafe Bustelo — when she arrived. Now there’s also Pollo Tropical and Gringos Locos. More substantially, last year students formed the Puerto Rican Student Association, and now Tirado is its president.

She says the fact that the University of Central Florida is a Hispanic-Serving Institution is important. “It also means that the university cares about the Hispanic population.”

Mergers can benefit all involved – but they're never easy
The Chronicle of Higher Education

For Shimer College in Illinois, it was a matter of survival. For New England College in New Hampshire, it was an opportunity to expand its fine-arts program. For Georgia's university system, the goal was to lift graduation rates and enhance efficiency.

These three institutions, as varied as they are, have something in common: Over the past several years, they have all entered into the often tumultuous world of higher-education mergers. While many such efforts have an economic rationale, the reasons behind them are as diverse as the institutions themselves.

Consolidation can be about finding a solvent partner or adding a new program, department, or school, like medicine or music. It can be to gain more real estate or to create a larger institution — or a smaller division — to more effectively serve students.

About 24 mergers or acquisitions took place from 2010 to 2017, compared with only 12 in the 2000s, according to a TIAA Institute [report](#) on higher-education mergers. Usually, although not always, one partner in a merger is facing an immediate or potential financial crisis.

"We are in a remarkable correction," says Lee Pelton, president of Emerson College. "Colleges and universities tend to be very resilient even in tough times, but now they are faced with formidable and unprecedented challenges that threaten their viability."

Those challenges include changing demographics, with a declining number of 18- to 24-year-olds in many parts of the country; the lingering effects of the Great Recession; and, for public universities, continuing erosion of state support.

And, Pelton notes, it is primarily smaller, less-selective institutions — those with 1,000 students or fewer — that have the least ability to withstand the combined financial blows.

Emerson is focusing on becoming partners with international institutions. Starting in the fall of 2019, it will offer a [joint degree](#) with the Paris College of Art, and it is expanding to other countries as well, Pelton says. The college has not had serious discussions about merging with any American colleges.

Shimer College, founded in 1853 as the Mt. Carroll Seminary, had a tiny enrollment — never more than about 600 — and a turbulent history. It became a great-books program in the 20th century and fought for decades to stay alive.

"The short version is there were things that happened in the 21st century that led the institution to be extremely fragile," says Susan Henking, who was president from 2012 to 2017. In its last year, it had about 100 students and 10 faculty members. "It was a micro college."

So, for Shimer, being acquired was a necessity. But why did North Central College, a private liberal-arts college of about 3,000 students in Naperville, Ill., want to acquire it?

"We did this from a position of strength," says Troy D. Hammond, president of North Central. "Shimer was consistent with our core mission, but very distinct. It was adding a well-defined, differentiating academic program to North Central College."

Seven of Shimer's 10 faculty members and several dozen students came over with the college, which is now the Shimer Great Books School of North Central College.

"I'm enthusiastic," Hammond says. "It was wonderful at commencement to see the handful of Shimer students merge right in and get their diplomas. In my mind, that's a huge success."

He says the Shimer faculty has integrated well, too, and "a surprisingly strong positive is the alumni support" of about 4,000 Shimer graduates.

"Our goal," he adds, "is to build it back up to the 100-plus students it was."

Strength and Weakness

Merger is the common and politically palatable term most often used when two colleges come together, but as many have noted, there is rarely a merger of equals.

"There's always the acquired and the acquirer," says Paul J. LeBlanc, president of Southern New Hampshire University. "We speak of mergers to make the acquired feel better, but someone's driving the car."

Acknowledging that they are in a position of weakness, however, can be tough for many college boards, Pelton says. "Too many schools wait too long before considering an acquisition or merger. Then they miss opportunities for meaningful mergers or even acquisitions if they wait too long and become unattractive.

"Universities and colleges have to be forward thinking," he says, "and be crystal clear and highly analytical of who they are. There are plenty of opportunities if they have the courage to face the truth about their own institutions and the courage to think about mergers and acquisitions."

The tale of Mount Ida College, in Newton, Mass., shook up many small private colleges. Facing reduced enrollment and struggling financially, Mount Ida announced plans in February to merge with Lasell College, also in Newton.

The two colleges, about a 10-minute drive apart, had already worked together, combining their campus police departments several years before.

"We started to have conversations about how we could collaborate more and maybe explore an actual merger," says Michael Hoyle, Lasell's vice president for administration and finance and the chief financial officer. "We were financially much more stable than Mount Ida, but from a long-term perspective, it's easier to have an institution of 3,500 students than 2,100."

But once the merger plan was made public, though, it turned out that "our lenders weren't excited about Mount Ida's financial position," he says. A month later, it was announced that the deal was dead.

Hoyle says the unexpected outcome "was very disappointing." Barry Brown, a former president of Mount Ida, could not be reached for comment, but in an [interview](#) with *The Boston Globe* he blamed Lasell for changing the terms of the proposal.

Hoyle, who also sat on Shimer's board, says the big lesson for him from the successful Shimer acquisition and the failed Mount Ida merger was that "when two boards of trustees are merging two colleges, it's really important to have an independent third consultant or mediator who acts as the go-between, so each board is getting the same information and the same data. The weaker party needs to be told, 'Remember why you're in this.' "

In April, Mount Ida announced that it would close and become part of the University of Massachusetts system.

LeBlanc, of Southern New Hampshire, says that twice he has been asked to speak with college boards about proposed mergers with other institutions, and "in both instances it made sense — and in both instances they got to the altar, freaked out, and walked away. Too often the board feels like they've failed, and that never feels good. And then there's always the last-ditch effort — 'Can we go to the alumni and donors one last time?' Schools are very hard to kill."

Southern New Hampshire made an offer to buy Daniel Webster College, in Nashua, but creditors didn't find the terms acceptable. The college closed last year.

Artful Convergences

For Kent Devereaux, president of the New Hampshire Institute of Art, Mount Ida was "a wake-up call." Even before that, he saw that the future was shaky for small colleges like his. The institute serves 350 full-time undergraduate and graduate students.

"I took over this institution four years ago, and I knew it had demographic challenges," Devereux says. "We had 24 percent of applications from outside New England when I came on, and now we have 64 percent from outside New England. But although we were making progress, if we ran our enrollment or financials and everything else for five years in the future, we were not digging our moat wide enough and deep enough between us and our competitors."

About a year ago, Devereaux told his board, "We're going in the right direction, but we're not going fast enough in the right direction. Now is the time to look at complementary merger partners."

He reached out to Michele Perkins, president of New England College, and they had lunch. With about 1,140 undergraduates on campus, her college has been bucking the regional trend and growing, Perkins says.

But the idea of the merger was intriguing. And the more the two talked, the more interested they both became.

"It was like a good airline merger," Devereaux says. "We didn't have a lot of overlapping routes. We're complementary — they have humanities, natural and social sciences, education, and management, and we're basically the fifth division, with arts and design. It opened up all these possibilities that didn't exist before."

Adding a fine-arts program would strengthen her college, thought Perkins.

"There are professional areas in art and design that are growing," she says. "We offer an M.B.A. This is hypothetical, but what if we had an M.B.A. with a focus on art management? That could be very appealing."

Even the settings complemented each other, she says. The New Hampshire Institute of Art is in urban downtown Manchester. New England College is in bucolic Henniker, about 30 miles away. So students can experience both lifestyles.

"We anticipate there will be a shuttle running between the two colleges," Devereaux says, but they are also looking at enhancing New England College's already robust online platform for students at both sites, as well as having some professors teach classes on both campuses.

Beside the academic benefits, the two institutions expect to see savings from combining back-office expenses and health-care costs. The merger has two phases, and the schools will be fully consolidated by July 2019, with a name still to be decided.

The New Hampshire Institute will no longer be a stand-alone institution, but the price, Devereaux says, is worth it.

"We can survive or we can thrive," he says. "I've visited a lot of small colleges, and at a certain point, they're just getting by. We're not doing our students any favors by doing that."

Tufts University saw similar benefits as New England College when it acquired the School of the Museum of Fine Arts, in Boston.

"We believed we could bring the school back to viability and, once at viability, it would be of great benefit to Tufts," says James Glaser, dean of the Tufts School of Arts and Sciences. "This was a very targeted way to elevate the arts at the university. In terms of pedagogy and research and scholarship, there are very exciting collaborations with visual artists or performance artists." The acquisition became the School of the Museum of Fine Arts at Tufts in 2016.

The school and Tufts have a partnership dating back to 1945. "The long-term relationship made the merger easier," Glaser says. "In particular, it gave the SMFA faculty some trust in Tufts. They understood some of our systems and were familiar with our leadership and some of our students. That said, there were still a lot of challenges in bringing the two institutions together."

Those included combining computer systems, financial-aid policies, and transportation. For example, the buses shuttling the students the seven miles between the two institutions "were too big to fit under the bridges" along the Charles River, he says, "so they had to take a circuitous route. So we got smaller buses, but then you have to run more of them."

The Georgia Example

Both private and public institutions have to balance the needs and desires of students, faculty members, alumni, boards, and accreditors when merging. But public institutions also have to negotiate political oversight, state coordinating boards, and often unions.

Georgia's merger of 18 of its 35 state colleges and universities — leaving it with 26 currently — has been closely watched and largely admired by those in higher education.

"Looking at what Georgia has done — maybe that's the way forward," says Brian Prescott, vice president of the National Center for Higher Education Management Systems, or Nchems, a nonprofit organization that advises colleges on higher-education policy. Noting that the state is not facing "the bleak demographic picture as in a lot of other areas," he says, "they could create more student success by consolidating efforts." But he also noted that unlike private universities, the University System of Georgia is a public system, with a governing board, so it "could be very directive about which institutions to consolidate and what steps to take in doing so."

The mergers began in 2012, and "this is the first calendar year we don't have a consolidation underway," says John Fuchko III, vice chancellor for organizational effectiveness in the Georgia system. "That could change next year."

[Georgia's mergers](#) included all sorts of combinations — two-year colleges with other two-years and with four-years, four-year institutions with other four-years.

"Our No. 1 priority is to increase degree attainment within the state, and the second piece is student affordability," Fuchko says. "The third is efficiency."

According to a [study](#) by a scholar in higher-education management, Lauren Russell, students attending Georgia institutions that consolidated were more likely to complete two semesters of college than were similar students at nonconsolidated institutions after the unions took effect. She also found that four-year on-time graduation rates increased.

There were no statistically significant increases in total spending, she notes, and spending did seem to shift from student services to academic support with no apparent increase in in-state tuition, she found.

"It takes about a decade before you can conclusively say a merger is successful," says Ricardo Azziz, chief officer of academic health and hospital affairs in the State University of New York system, but Georgia's appears to have succeeded. Azziz previously served as president of Georgia Health Sciences University, leading the merger of that institution with Augusta State University to form what is now called Augusta University.

Georgia has qualities besides beneficial demographics that helped make the mergers work, including generous [scholarships](#) that help keep top students in state, he says.

"I do think other states can emulate it, but it requires a very strong and determined legislature, governor, and board," says Azziz, who was also lead author of the TIAA Institute's report on higher-education mergers.

But even successful mergers — whether private, public, or a combination — take an enormous effort, patience, and good will.

As Glaser, of Tufts, puts it: "In the medium and long run, it will be a real boon to the university. In the short run, it's a lot of work."

New data brings daylight to the graduation gap in higher education

Forbes

It's no secret that college graduation rates in this country aren't what they should be, particularly for students from low-income backgrounds. But until recently, we had limited information about how colleges rank in terms of graduating students from limited economic means. Thanks to a push for greater data transparency, colleges' graduation rates for students from low and moderate-income families are now out in the open.

This data comes from new reporting requirements for colleges and universities that enroll students who qualify for Federal Pell Grants. [The Pell Grant program](#) awards funding to more than five million students a year with demonstrated financial need to help pay for undergraduate tuition at more than 5,400 colleges and universities across the country. More than three-quarters of Pell Grant recipients come from families that earn \$40,000 or less a year.

The Pell Grant program began in 1972, *but colleges and universities did not have to publicly report the graduation rates for their students who receive this federal tuition assistance until 2017.*

Using Pell Grant data, [The Third Way](#) published a [recent report](#) that offers insights about colleges where students from low-income backgrounds are succeeding and where they are most often exiting without a degree.

As head of a network of schools that has partnered with over 90 colleges and universities committed to increasing graduation rates for first-generation students, I wanted to offer three key observations from this Pell Grant data.

1. For Pell Grant recipients, where you go to college matters. A lot. Nationally, Pell Grant recipients have lower graduation rates than non-Pell Grant recipients. After six years, just 49 percent of all first-time, full-time Pell Grant recipients had earned a bachelor's degree at the college where they began, compared to 67 percent for non-Pell Grant recipients.

But there are some success stories. Of the schools listed in the Third Way report, 246 were identified as "high-quality Pell-Serving Institutions (PSIs)," where Pell Grant recipients make up 37 percent or more of the student population **and** have a graduation rate that is over 50 percent. Some stand out in particular: 48 schools graduate two-thirds or more of their Pell Grant recipients, which is well above the national average.

For example, at [Howard University](#), an HBCU (Historically Black College and University), 91 percent of its students receive Pell Grants and 79 percent graduate within six years. According to Howard University President Wayne Frederick, Howard achieved this result [because of an institutional commitment to need-based financial aid and focused tutoring programs.](#)

Rowan University, a KIPP College Partner in New Jersey, enrolls 37 percent Pell Grant recipients, and 66 percent graduate on time. As part of an institutional commitment to supporting

students from low-income families, Rowan [created an on-campus food bank in response to student surveys that identified food insecurity as a problem among the student body.](#)

2. Some states have few colleges where Pell Grant-eligible students thrive. According to the data, some regions of the country are essentially “deserts” when it comes to finding a college that graduates a high percentage of Pell Grant recipients. Seven states (Louisiana, Alabama, Colorado, Wyoming, New Hampshire, Rhode Island, and Connecticut) have **no** “high-quality PSIs” and Texas has only four in the entire state of 28 million people. This is important because the majority of students end up attending college in the state where they grow up.

KIPP operates public high schools in Louisiana, Colorado, and Texas, where we see first-hand the impact of this state geographic disadvantage. Fortunately, there are public schools in these states that are defying the odds. For example, Colorado State University, Fort Collins, with a Pell Grant graduation rate of 62 percent, provides both financial and logistical support to help low-income students persevere. CSU covers all tuition and fees for students who are eligible for Pell Grants. CSU students receive academic, socio-emotional, and housing support from a “Scholar Contact,” who helps provide interventions when students seem to be falling behind.

In Louisiana, the University of Louisiana at Lafayette (UL Lafayette) is piloting some new approaches to increase graduation rates. In partnership with the new nonprofit Belltower New Orleans, UL Lafayette provides students from low-income backgrounds with an academic advisor, financial advisor, coordinated residential experience, work study, study hall, and a success coach on campus through their Louisiana Promise Program. Critically, UL Lafayette and Belltower also provide a scholarship for these students to cover the gap in cost after their federal financial aid, Pell Grant, and [TOPS scholarships](#). As it is just a semester old, the program is still too new to see results, but the approach is very promising.

3. California public universities are setting the standard. On the other end of the spectrum, California has particularly strong public university options for students receiving Pell Grants.

Seven of the top-ten high-quality public PSIs in the country are in the Golden State. At the [University of California, Irvine](#) (UCI), a KIPP [College Partner](#), 38 percent of its students receive Pell Grants, and they graduate Pell Grant-eligible students at a rate of 85 percent. The [University of California, Los Angeles](#) (UCLA) is the number one public, high-quality PSI in the country, with 39 percent of students receiving Pell Grants, and 88 percent of Pell Grant-eligible students graduating on time. This is not far from UCLA’s graduation rate for students overall, which is over 90 percent.

What are these UC schools doing to help students from low-income families increase their chance of earning a degree? Through ideas generated by its first-generation students, UCLA has developed a dedicated dorm floor, shared dinners and social gatherings for young people so they feel support from others who understand their unique challenges and struggles.

The sense of belonging is tangible for students like Angel Aguilar, a KIPP LA Public Schools alumnus, and current UCLA sophomore, who explains, “The Community Programs Office has been my home here at UCLA. I intern there and it is my favorite place to be on campus. The

office has connected me with upperclassmen and university staff who grew up in neighborhoods similar to mine, and they serve as mentors to me. This support helped to ease my transition to college.”

Starting a Conversation

As the saying goes: What gets measured gets done. With that thought in mind, I hope to start a conversation about the implications of measuring and reporting degree outcomes for students who receive Pell Grants.

To start: This new Pell Grant data is a critical resource for KIPP’s college advising program, as it will help us better guide students to apply to colleges and universities where they are likely to succeed. It will also allow us to look for ways to build stronger cohesion between KIPP’s work in K-12 and higher education, so KIPP alumni can enter college prepared.

Now to you...If you are a college professor or administrator, how has this data sparked ideas about how to support all students to graduate?

If you are a high school student, what does this information on graduation rates make you think about what college you want to attend?

And if you are an interested citizen, how can we use data like this to help increase the efficacy of important federal programs like Pell Grants?

I encourage you to weigh in with your ideas and continue the conversation on [Twitter!](#)

Richard Barth strongly believes that education has a transformative impact on the lives of children and that the nearly 100,000 students in our schools today and 27,000 alumni of our program will be the change agents of the future.

The talent dividend in urban and rural areas

CityLab

If there is one single factor that influences the social stability, economic success, and overall well-being of places, it is educational attainment.

Places with more highly educated people have lower rates of crimes, lower rates of obesity and smoking, better overall health and well-being, and higher incomes and levels of economic development. For those very reasons, education level is a key factor in our economic, political, and cultural divides. It was a central axis of the 2016 election, with places home to more highly-educated people voting overwhelmingly for Hillary Clinton, and those with less-educated residents in favor of Donald Trump. We measure educational attainment using the conventional metric of the share of the adult population (25 years and older) who hold at least a bachelor's degree.

Across the nation, college graduates are overwhelmingly concentrated in urban areas. Almost 9 percent of college grads live in urban counties, with more than 60 percent of them in large metros with over one million people. Just a bit more than one in ten college graduates reside in rural communities. But this is largely because urban areas simply have a larger population than rural areas. Still, studies show that differences in educational attainment account for roughly one-third of the difference in economic growth between counties in metro and non-metro areas, as fewer jobs are being created in areas that have less well-educated workforces.

Such a broad-brush painting of trends, however, tends to mask important differences in the geography of college grads across urban and rural communities.

Percent of College Grads by Type of County, 2010 to 2016

Type of County	Percent 2010	Percent 2016	Percent Gain
Urban County			
Large Metro	25.3%	28.6%	2.4%
Medium Metro	21.8%	23.6%	2.0%
Small Metro	19.3%	20.9%	1.7%
Rural County: Adjacent to a Metro			
Large Rural	17.1%	18.7%	1.6%
Medium Rural	13.8%	15.1%	1.4%
Small Rural	13.7%	15.1%	1.4%

Rural County: Not Adjacent to a Metro

Large Rural	19.9%	21.5%	1.7%
Medium Rural	15.8%	17.0%	1.4%
Small Rural	16.2%	18.3%	1.8%

The first thing that jumps out: There is not as much variation in the geography of college grads across urban and rural place as you might think. While in counties within large and medium metros, a higher percentage of the workforce is college grads than in rural ones; in large rural counties that are not adjacent to a major metro, college grads make up a greater share of the population than they do in urban counties that are a part of a small metro. The only places that truly lag on their share of college grads are small and medium-size rural counties that are adjacent to metro areas.

On average, the number of college grads grew by 1.8 percent overall between 2010 and 2016. Urban counties in large metros had the greatest rate of gain, 2.4 percent, followed by urban counties in medium-sized urban areas with 2.0 percent. But, small rural counties that are not adjacent to metro areas were next with a 1.8 percent growth rate, and all other types of rural counties had a growth rate of 1.4 percent or better.

Indeed, eight of the ten counties that saw the largest increase in their share of college grads were rural counties: Wade Hampton (22.7 percent) and Denali, Alaska (11.0 percent); Borden County, Texas (17.4 percent); Ouray County, Colorado (13.2 percent); Broadwater County, Montana (12.1 percent); Loup County, Nebraska (11.9 percent); Owsley County, Kentucky (11.6 percent); and Lake County, South Dakota (11.1 percent).

Nearly 45 percent of rural counties (915 of 2,053 counties) experienced growth in the number of college grads at rates exceeding the national average of 1.8 percent. And 8 percent (165 counties) saw their percentage of college grads grow by more than 5 percent. Of 18 counties that experienced more than a 10 percent rise in number of college grads, 13 were rural counties.

Top Ten Percent of Counties for College Grads, 2016

Urban County	Share of Top Ten Percent
Large Metro	43.9%
Medium Metro	15.3%
Small Metro	9.6%
Rural County: Adjacent to a Metro	
Large Near-metro	2.2%
Medium Near-metro	2.5%
Small Near-metro	3.5%
Rural County: Not Adjacent to a Metro	
Large Rural	1.6%
Medium Rural	3.5%
Small Rural	17.8%

(Madison McVeigh/CityLab)



The table above shows the share of each type of urban and rural county that ranks in the top 10 percent on the share of adults that hold a college degree. Urban counties in large metro areas account for the largest share of counties in the top 10 percent of job growth, nearly 44 percent. But next in line are the smallest and most remote type of rural places—small rural counties that are not adjacent to a metro area at 18 percent, even larger than urban counties in medium-size metro areas at 15 percent.

There is more variation in distribution of college grads within the various types of rural and urban counties than between them. While college grads make up 55 percent of the workforce in most leading urban counties (there is one urban county, Falls Church, Virginia, where the share of college grads is a staggering 80 percent), less than 10 percent of adults hold a college degree in the lowest-performing urban counties. By way of comparison, college grads make up a similar 55 percent in the leading rural counties and less than 5 percent or so in the lowest-performing rural counties.

There are 98 rural counties across America that rank among the top 10 percent on their share of college grads. These include places like Los Alamos, New Mexico, home to the Los Alamos Lab

(with 64.6 percent, third highest of all US counties), and other less obvious ones like Pitkin County, Colorado (60.4 percent, America's eighth highest), as well as San Miguel County and Ouray County, Colorado, both at around 55 percent. Every type of community across America, urban and rural, has some share of its counties that rank among the top ten percent on the share of college grads.

Bottom Ten Percent of Counties for College Grads, 2016

Urban County	Share of Bottom Ten Percent
Large Metro	5.7%
Medium Metro	3.8%
Small Metro	7.0%
Rural County: Adjacent to a Metro	
Large Near-metro	3.5%
Medium Near-metro	29.0%
Small Near-metro	16.6%
Rural County: Not Adjacent to a Metro	
Large Rural	0.6%
Medium Rural	15.9%
Small Rural	17.8%

(Madison McVeigh/CityLab)



A similar pattern comes through when we consider the counties that rank in the bottom 10 percent on their share of college grads. While urban counties have an overall smaller share, each type of county, whether urban or rural, has some share among the bottom 10 percent.

When it comes to talent, the reality is far more complex and nuanced than the commonplace notion of talent-filled, highly-educated urban areas versus rural areas of unmitigated brain drain and outright economic despair. While it is true that large urban places have the largest numbers and greatest shares of college grads, there are many rural counties that punch far above their weight in their share of the college grads. These are mainly places that are home to knowledge

institutions, like federal labs or universities, or significant arts and cultural scenes, or stunning natural amenities.

When it comes to higher education, there are winners and losers among all types of places across the urban and rural spectrum. America's winner-take-all geography operates at every scale and across every type of place.

CityLab editorial fellow Claire Tran contributed research and editorial assistance to this article.

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Snow is slowly sifting down as I write this, marking the shift of seasons from autumn to winter here in Colorado. And while many of us are focused on the sense of closure brought by this change and the upcoming end of the semester, a group of [Fish, Wildlife, and Conservation Biology](#) (FWCB) students are focused, instead, on preparing to start a new adventure in January: a 10-week, 16-credit semester abroad program at the CSU Todos Santos Center.

My colleagues and I developed this program to connect FWCB students with new ecosystems, new cultures, and new experiences given how transformational studying abroad can be.

CSU's natural resources students have deep ties to hands-on, field-based learning experiences from the course they take at CSU's [Mountain Campus](#), our gateway to the alpine and subalpine ecosystems of the Southern Rocky Mountains. Situated on the shores of the Pacific Ocean in the Baja California Desert ecoregion and a short drive from the Sea of Cortés, Todos Santos serves as a gateway to unique desert and marine ecosystems that can't be experienced in Colorado.

Students learn about these new ecosystems through field excursions, independent field-based research projects, service-learning, and reflection on place-based conservation. By integrating their Mountain Campus experiences with those in Mexico, our students can learn about systems from 'sea to summit' through their undergraduate careers, and become empowered to broaden their views about the real global impacts they can have as professionals conserving fish and wildlife populations. An experience like touching a gray whale – which has moved more than one student to tears – deepens the very real responsibility students feel to 'do something good' for the fish and wildlife that share this earth.

Beyond learning about the wildlife that call 300-year-old cardón cacti home and discovering why Jacques Cousteau dubbed the Sea of Cortés the 'world's aquarium,' the new language, new rhythms, and new flavors of life in Todos Santos transform our ten weeks together from a set of classes to a life-changing experience. While living and learning in Todos Santos for a few short months, students made new friends, learned some Spanish, and embraced new traditions that allowed Todos Santos to become a part of who they are.

Dr. Paul Doherty and I started our winter break program before the Todos Santos Center was built, and 2019 marks the fifth winter break program and the fourth semester program for FWCB students in Baja California Sur. For me, it's been easy to lose track of the years as new groups of students bring their fresh excitement and new ideas to our programs in Mexico. Each year feels new, and I too am changed by the education abroad experience in Mexico. I'm thrilled to soon be returning to Todos Santos to see what new discoveries hold for my students this year.

Desde Fort Collins a Todos Santos, saludos muy cordiales!

--Kate Huyvaert, Associate Professor, Department of Fish, Wildlife, and Conservation Biology, CSU

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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.

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In Profile



Diana Wall

Director, School of Global Environmental Sustainability; Professor, Department of Biology; and University Distinguished Professor

"[This fall] we held our 10-year meeting of the External Advisory Board for the School of Global Environmental Sustainability (SoGES) at the CSU Todos Santos Center. Eleven Board members attended, as well as six faculty, four staff, and three higher administration officials. This was the first time the Board met off campus. Together we considered global sustainability challenges, the strengths of the School and CSU at local to global scales, and plans for the next 10 years.



[Coloradans explore Spanish language, Mexican culture in Baja California Sur](#)

[My favorite thing about the Todos Santos community is] the people! They are so friendly, helpful, and welcoming. The facilities at the Center were great, the Center staff are gracious... We want to thank them for all the arrangements."

[Read more.](#)

CSU Todos Santos Center releases latest program report.

Click through to read the report in [English](#) and [Spanish](#).



[Todos Santos Center aims to cultivate generations of global citizens](#)

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