

BOARD OF GOVERNORS
February 6-8, 2019
CSU-Pueblo, Occhiato Student Center

WEDNESDAY, FEBRUARY 6, 2019

OPTIONAL LUNCH – Thunderzone Tap House, 2270 Rawlings Blvd, Pueblo, CO	11:30 a.m.
COMMENCE BOARD RETREAT AND MEETING – CALL TO ORDER	1:15 p.m. – 5:00 p.m.
RETREAT – Occhiato Student Center, Ballroom	
STUDENT SUCCESS AND PIPELINE	1:15 p.m. – 3:15 p.m.
BREAK	
CSU PUEBLO VISIONING UPDATE	3:30 p.m. – 4:15 p.m.
CSU SYSTEM FUNDING STRATEGY	4:15 p.m. – 5:00 p.m.
BOARD OF GOVERNORS DINNER – The Clink, 140 Central Main Street, Ste 222 (<i>Social Event</i>)	6:00 p.m.

THURSDAY, FEBRUARY 7, 2019

Board of Governors Breakfast, Occhiato Student Center Ballroom Foyer
Academic Program Reports – CSU-Pueblo Deans

1. PUBLIC COMMENT 4	9:00 a.m. – 9:15 a.m.
2. BOARD CHAIR’S AGENDA 5	9:15 a.m. – 9:20 a.m.
3. AUDIT AND FINANCE COMMITTEE 6	9:20 a.m. – 11:20 a.m.
<u>Jane Robbe Rhodes, Chair</u>	
<i>Finance Items</i>	
• State Budget Update 9	
• FY 2019 Quarterly Financials – 2 nd Quarter 10	
• FY 2020 Incremental Budget Update 16	
• Central Reallocations at CSU FY 2017-2019 20	
• CSU-Pueblo Business Financial Services Update 23	
• CSU System Treasury Update 28	
• Action on Reimbursement Resolution for Equine Veterinary Teaching Hospital and Meridian Village Residence Projects 30	
• Potential Action on CSU-Pueblo Solar Power Plan 34	
<i>Audit Items</i>	
• Internal Auditing Staffing Update 44	
• Status of FY 2019 Audit Plan 49	
• Review of Audit Reports Issued 52	
• Report of Past Due Audit Recommendations 55	
• FY 2018 Audit Results – CliftonLarsonAllen 59	

Colorado State University System
Board of Governors Meeting Agenda
February 6-8, 2019

LUNCH – Occhiato Student Center Ballroom Foyer 11:30 a.m. – 12:30 p.m.
CSU-Pueblo Visioning Committee Discussion

4. CSU-PUEBLO REPORTS 74 12:30 p.m. – 1:30 p.m.

- Student Report – Presented by Wes Taylor 75
- Faculty Report – Presented by Susan Belpert 78
- President’s Report – Presented by Tim Mottet 80
 - Action on Leave use and Reporting 85
 - CSU-Pueblo University Tracks Centers

5. COLORADO STATE UNIVERSITY REPORTS 97 1:30 p.m. – 2:10 p.m.

- Student Report – Presented by Tristan Syron 98
- Faculty Report – Presented by Margarita Lenk 102
- President’s Report – Presented by Tony Frank 103

6. CSU GLOBAL REPORTS 113 2:10 p.m. – 2:40 p.m.

- Student Report – Presented by Dorothy Axelson 114
- Faculty Report – Presented by Barry Smith 117
- President’s Report – Presented by Becky Takeda-Tinker 119

BREAK

7. EXECUTIVE SESSION 122 2:55 p.m. – 3:35 p.m.

8. REAL ESTATE/FACILITIES COMMITTEE 123 3:35 p.m. – 4:10 p.m.

Bill Mosher, Chair

Executive Session

Open Session

Action on Aylesworth Deconstruction 125

Action on McConnell Acquisition 126

9. EVALUATION COMMITTEE – (Executive Session) 129 4:10 p.m. – 4:40 p.m.

Nancy Tuor, Chair

BOARD OF GOVERNORS DINNER, DC’s on B Street, 115 W. B Street, Pueblo (*Social*) 6:00 p.m.

FRIDAY, FEBRUARY 8, 2019

Board of Governors Breakfast, Occhiato Student Center, Ballroom Foyer 8:00 a.m. – 9:00 a.m.
Maestro Program and Open Educational Resources Presentation

RECONVENE BOARD MEETING 9:00 a.m.

10. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 130 9:00 a.m. – 10:00 a.m.

- New Degree Programs
 - CSU: Graduate Certificates (Business Management, Water Resources) 132
 - CSU-Pueblo: B.A. in Humanities and Social Sciences 134
 - CSU-Global: Graduate Certificate (Instructional Architecture) 142
- Sabbatical Summaries for 2017-2018, CSU 154 , CSU-Pueblo 180
- Faculty Manual Changes 185
 - CSU: Section E.11

Colorado State University System
Board of Governors Meeting Agenda
February 6-8, 2019

- CSU-Pueblo program offerings at “Collaboration Campus” in Castle Rock **190**
- Action on: CSU-Pueblo renaming Health Sciences **191**

11. STRATEGIC MAPPING UPDATE **193** 10:00 a.m. – 10:15 a.m.

12. CHANCELLOR’S REPORT **196** 10:15 a.m. – 10:30 a.m.

13. APPROVAL OF CONSENT AGENDA **199** 10:30 a.m. – 10:35 a.m.

- A. Colorado State University System
Minutes of the December 5, 2018 Meeting and Committee Meetings
Minutes of the December 6, 2018 Meeting and Committee Meetings
- B. Colorado State University
New Degree Program: Graduate Certificate -Business Management
New Degree Program: Graduate Certificate - Water Resources
Faculty Manual Revision – Section E.11
- C. Colorado State University-Pueblo
New Degree Program: B.A. in Humanities and Social Sciences
New Program offerings at “Collaboration Campus” in Castle Rock
- D. CSU-Global Campus
New Degree Program: Graduate Certificate - Instructional Architecture

14. BOARD MEETING EVALUATION 10:35 a.m. – 10:40 a.m.

ADJOURNMENT 10:40 a.m.

Next Board of Governors Board Meeting: May 7-8, 2019, Fort Collins

APPENDICES

- I.**Construction Reports **228**
- II.**Higher Ed Readings **234**

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/FINANCE COMMITTEE MEETING AGENDA
February 7, 2019**

Finance Issues

1. *Discussion/Presentation* – State Budget Update 5 min.
2. *Discussion/Presentation* – FY 2019 Quarterly Financials – 2nd Quarter 5 min.
3. *Discussion/Presentation* – FY 2020 Incremental Budget Update 5 min.
4. *Discussion/Presentation* – Central Reallocations at CSU FY 2017-2019 5 min.
5. *Discussion/Presentation* – CSU-Pueblo Business and Financial Services Update 5 min.
6. *Discussion/Presentation* – Treasury Update 5 min.
7. *Discussion/Presentation/Action* – Reimbursement Resolution for the Equine Veterinary Teaching Hospital and Meridian Village Residence Projects 5 min.
8. *Discussion/Presentation* – CSU-Pueblo Solar Power Plan Presentation 10 min.

Audit Issues

9. *Discussion/Presentation* – Internal Audit Staffing Update 5 min.
10. *Discussion/Presentation* – Status of FY 2019 Audit Plan 5 min.
11. *Discussion/Presentation* – Audits issued since last Committee meeting 5 min.
12. *Discussion/Presentation* – Report of overdue recommendations 5 min.
13. *Discussion/Presentation* – FY 2018 Audit Results – Clifton Larson Allen 20 min.

Board of Governors

Audit and Finance Committee

February 7, 2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

Item #1

FY 2020 Governor's Budget Request

Governor Polis recommended a 13% increase in state support for higher education institutions including:

- \$120.9 million General Fund to increase affordability for students and families and to improve outcomes for student. \$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.

His budget also includes \$6.5 million for Teacher Loan Forgiveness and \$1.5M to expand dual and concurrent enrollment.

The budget also included funding for CSU Shepardson Building Renovation and Addition (\$13.5M).

COLORADO STATE UNIVERSITY SYSTEM

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



Item #2

FY 2019 2nd 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 Q2	FY 2019 Q2	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 545,431,434	571,010,675	621,270,963	311,392,279	308,031,266	(3,361,013)	-1.1%
State fee for service revenue	91,242,115	95,717,933	105,711,722	52,855,860.00	52,905,861.00	50,001	0.1%
Grants and contracts	305,307,020	332,802,352	339,922,274	166,775,799	166,887,005	111,206	0.1%
Sales and services of educational activities	41,496,949	42,922,642	46,054,004	21,344,044	21,115,170	(228,874)	-1.1%
Auxiliary enterprises	175,045,274	193,005,436	206,306,396	109,645,830	109,411,846	(233,984)	-0.2%
Other operating revenue	10,021,736	12,122,366	11,403,870	6,107,855	6,489,747	381,892	6.3%
Total operating revenues	1,168,544,529	1,247,581,404	1,330,669,231	668,121,668	664,840,895	(3,280,773)	-0.5%
Operating expenses							
Instruction	382,657,163	428,022,739	386,413,010	171,730,389	169,964,140	1,766,249	1.0%
Research	233,438,161	250,497,950	225,342,516	100,938,163	101,485,895	(547,732)	-0.5%
Public service	119,404,418	144,127,726	147,875,449	70,989,001	70,276,047	712,954	1.0%
Academic support	105,463,912	116,202,145	104,847,801	51,927,255	50,879,532	1,047,723	2.0%
Student services	72,517,789	74,664,157	75,220,278	36,560,652	35,480,340	1,080,312	3.0%
Institutional support	87,360,727	96,562,329	76,370,101	41,922,777	41,691,968	230,809	0.6%
Operation and maintenance of plant	86,428,502	101,249,192	90,612,050	41,020,523	41,385,145	(364,622)	-0.9%
Scholarships and fellowships	30,820,500	31,439,355	36,078,901	21,157,411	19,811,097	1,346,314	6.4%
Auxiliary enterprises	167,710,196	192,587,787	174,645,248	86,227,613	85,833,654	393,959	0.5%
Depreciation	89,606,551	90,826,429	105,374,257	49,395,723	49,132,537	263,186	0.5%
Total operating expenses	1,375,407,919	1,526,179,809	1,422,779,611	671,869,506	665,940,355	5,929,151	0.9%
Operating Income (Loss)	(206,863,392)	(278,598,406)	(92,110,380)	(3,747,838)	(1,099,460)	2,648,378	70.7%
Non-operating revenues (expenses)							
State appropriations	899,256	4,568,204	2,850,000	-	-	-	-
Gifts	48,858,472	82,623,889	48,507,931	17,730,034	17,730,220	186	0.0%
Investment income	1,072,129	3,791,683	4,781,403	5,200,382	5,707,118	506,736	9.7%
Unrealized gain (loss) on investments	-	-	-	-	(15,193,275)	(15,193,275)	-
Interest expense on capital debt	(31,476,637)	(41,586,860)	(46,829,475)	(23,215,518)	(23,225,911)	(10,393)	0.0%
Federal nonoperating grants and contracts	41,735,924	45,646,259	46,836,717	24,222,586	22,581,950	(1,640,636)	-6.8%
Other nonoperating revenues (expenses)	4,254,660	(14,180,465)	7,438,935	3,503,915	3,491,518	(12,397)	-0.4%
Net nonoperating revenues	65,343,805	80,862,709	63,585,511	27,441,399	11,091,620	(16,349,779)	-59.6%
Income (Loss) Before other revenues	(141,519,585)	(197,735,695)	(28,524,870)	23,693,561	9,992,160	(13,701,401)	-57.8%
Other revenues (expenses)							
Student facility fees	14,116,182	14,026,716	15,044,882	8,070,080	8,076,944	6,863	0.1%
State capital contributions	30,183,415	61,286,765	17,578,277	8,478,000	8,470,135	(7,865)	-0.1%
Capital grants	7,181,480	4,662,201	4,999,017	1,932,050	1,930,972	(1,078)	-0.1%
Capital gifts	7,755,056	53,045,371	15,600,000	15,000,000	15,021,368	21,368	0.1%
Payments (to)/from governing boards or other institutions	228,043	2,504,402	3,948,097	2,423,522	2,423,728	206	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	35,903,653	35,923,147	19,494	0.1%
Increase (decrease) in net position	\$ (80,767,267)	(61,623,684)	29,768,109	59,597,214	45,915,307	(13,681,907)	-23.0%

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 Q2	FY 2019 Q2	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 425,724,368	447,260,236	482,507,892	242,218,962	242,303,627	84,665	0.0%
State fee for service revenue	82,273,548	85,522,074	94,335,881	47,167,938	47,217,939	50,001	0.1%
Grants and contracts	292,486,905	323,486,171	330,318,213	161,205,444	161,286,434	80,990	0.1%
Sales and services of educational activities	40,985,925	42,723,525	45,827,004	21,196,494	20,971,067	(225,428)	-1.1%
Auxiliary enterprises	165,385,849	182,882,912	196,200,272	101,560,930	101,269,379	(291,552)	-0.3%
Other operating revenue	6,564,164	7,157,067	7,341,318	4,141,290	4,160,193	18,904	0.5%
Total operating revenues	1,013,420,759	1,089,031,984	1,156,530,581	577,491,058	577,208,638	(282,420)	0.0%
Operating expenses							
Instruction	338,792,708	378,568,218	341,051,312	152,665,387	151,822,591	842,796	0.6%
Research	230,684,645	246,345,636	221,575,008	99,393,485	99,979,480	(585,995)	-0.6%
Public service	118,783,346	143,454,166	147,254,942	70,534,595	69,828,159	706,436	1.0%
Academic support	92,792,102	101,487,840	89,410,110	43,528,710	43,410,121	118,589	0.3%
Student services	37,644,952	38,242,257	33,011,133	16,043,551	16,172,722	(129,171)	-0.8%
Institutional support	65,628,495	72,464,542	53,403,641	30,026,093	30,337,951	(311,858)	-1.0%
Operation and maintenance of plant	77,185,723	91,410,186	81,785,248	37,609,358	37,953,551	(344,193)	-0.9%
Scholarships and fellowships	12,338,268	15,042,543	16,110,709	10,777,240	10,974,547	(197,307)	-1.8%
Auxiliary enterprises	152,577,317	176,302,082	160,439,034	79,266,568	78,848,627	417,941	0.5%
Depreciation	81,908,996	82,292,540	94,780,796	44,415,978	44,451,249	(35,271)	-0.1%
Total operating expenses	1,208,336,552	1,345,610,011	1,238,821,933	584,260,965	583,778,997	481,968	0.1%
Operating Income (Loss)	(194,915,793)	(256,578,026)	(82,291,352)	(6,769,907)	(6,570,359)	199,548	2.9%
Non-operating revenues (expenses)							
State appropriations	-	2,768,204	1,050,000	-	-	-	-
Gifts	44,496,156	79,063,467	44,840,696	17,510,000	17,509,627	(373)	0.0%
Investment income	618,881	3,114,762	2,985,224	4,280,000	4,280,010	10	0.0%
Unrealized gain (loss) on investments	-	-	-	-	(11,069,386)	(11,069,386)	-
Interest expense on capital debt	(28,106,069)	(36,542,614)	(41,530,680)	(21,096,000)	(21,096,053)	(53)	0.0%
Federal nonoperating grants and contracts	23,759,518	26,216,293	24,436,745	13,508,000	13,508,592	592	0.0%
Other nonoperating revenues (expenses)	4,001,515	(9,907,275)	7,303,104	3,376,000	3,375,744	(256)	0.0%
Net nonoperating revenues	44,770,001	64,712,837	39,085,089	17,578,000	6,508,535	(11,069,465)	-63.0%
Income (Loss) Before other revenues	(150,145,792)	(191,865,189)	(43,206,264)	10,808,093	(61,824)	(10,869,917)	-100.6%
Other revenues (expenses)							
Student facility fees	12,404,816	12,528,860	13,516,234	6,465,000	6,465,414	414	0.0%
State capital contributions	28,890,640	59,351,367	16,378,277	7,902,000	7,901,539	(461)	0.0%
Capital grants	7,081,861	4,619,641	4,982,017	1,904,000	1,903,545	(455)	0.0%
Capital gifts	7,664,695	52,996,458	15,600,000	15,000,000	14,999,899	(101)	0.0%
Payments (to)/from governing boards or other institutions	(5,350,237)	(3,428,602)	(3,934,119)	(618,000)	(617,794)	206	0.0%
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	30,653,000	30,652,604	(396)	0.0%
Increase (decrease) in net position	\$ (100,784,752)	(65,085,907)	4,458,851	41,461,093	30,590,779	(10,870,314)	-26.2%

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 Q2	FY 2019 Q2	\$ 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	70,000	73,342	(3,342)	-4.8%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	7,672,166	8,453,760	7,798,136	3,872,410	3,801,816	70,594	1.8%
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	3,942,410	3,875,158	67,252	1.7%
Operating Income (Loss)	(7,840,833)	(8,462,936)	(7,938,136)	(3,942,410)	(3,875,158)	67,252	1.7%
Non-operating revenues (expenses)							
State appropriations	-	-	-	-	-	-	-
Gifts	42,717	-	-	-	-	-	-
Investment income	(18,911)	64,526	400,000	200,000	547,652	347,652	173.8%
Unrealized gain (loss) on investments	-	-	-	-	(1,519,327)	(1,519,327)	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	554	-	-	-	-	-
Net nonoperating revenues	23,806	65,080	400,000	200,000	(971,676)	(1,171,676)	-585.8%
Income (Loss) Before other revenues	(7,817,027)	(8,397,857)	(7,538,136)	(3,742,410)	(4,846,834)	(1,104,424)	-29.5%
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	3,742,410	3,742,410	-	-
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	3,742,410	3,742,410	-	0.0%
Increase (decrease) in net position	\$ 26,303,417	16,734,734	-	-	(1,104,424)	(1,104,424)	-

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 Q2	FY 2019 Q2	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 85,060,174	90,636,809	105,887,700	47,146,818	43,380,035	(3,766,783)	-8.0%
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	1,707,724	2,069,316	361,592	21.2%
Total operating revenues	87,744,765	95,124,018	109,303,148	48,854,542	45,449,351	(3,405,191)	-7.0%
Operating expenses							
Instruction	19,330,506	21,147,839	21,966,177	10,174,704	9,475,317	699,387	6.9%
Academic support	6,167,155	7,904,000	9,459,891	5,409,645	4,445,774	963,871	17.8%
Student services	28,198,496	29,160,207	36,057,494	17,379,759	16,150,643	1,229,116	7.1%
Institutional support	6,726,111	6,838,286	7,871,336	3,937,961	3,387,433	550,528	14.0%
Operation and maintenance of plant	541,581	527,802	538,083	261,451	262,430	(978)	-0.4%
Scholarships and fellowships	9,930,186	11,118,245	14,309,972	7,154,986	5,529,373	1,625,613	22.7%
Depreciation	417,090	367,022	860,608	405,304	189,198	216,106	53.3%
Total operating expenses	71,311,126	77,063,400	91,063,561	44,723,810	39,440,167	5,283,642	11.8%
Operating Income (Loss)	16,433,639	18,060,618	18,239,587	4,130,732	6,009,183	1,878,451	45.5%
Non-operating revenues (expenses)							
Investment income	319,183	343,233	1,137,123	629,712	790,176	160,464	25.5%
Unrealized gain (loss) on investments	-	-	-	-	(2,604,561)	(2,604,561)	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	9,994,409	11,118,245	14,309,972	7,154,986	5,529,346	(1,625,640)	-22.7%
Other nonoperating revenues (expenses)	-	-	55,831	27,915	13,700	(14,215)	-50.9%
Net nonoperating revenues	10,313,592	11,461,478	15,502,926	7,812,614	3,728,660	(4,083,953)	-52.3%
Income (Loss) Before other revenues	26,747,231	29,522,095	33,742,513	11,943,346	9,737,844	(2,205,502)	-18.5%
Other revenues (expenses)							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(766,248)	(800,220)	(885,276)	(442,638)	(442,638)	-	-
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)	(442,638)	(442,638)	-	0.0%
Increase (decrease) in net position	\$ (1,514,657)	7,490,781	32,857,237	11,500,708	9,295,206	(2,205,502)	-19.2%

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 Q2	FY 2019 Q2	\$ Variance	% Variance
Operating revenues							
Student tuition and fees	\$ 34,646,892	33,113,630	32,875,372	22,026,499	22,347,604	321,105	1.5%
State fee for service revenue	8,968,568	10,195,859	11,375,841	5,687,922	5,687,922	-	0.0%
Grants and contracts	12,820,115	9,316,181	9,604,061	5,570,355	5,600,571	30,215	0.5%
Sales and services of educational activities	511,024	199,117	227,000	147,550	144,103	(3,447)	-2.3%
Auxiliary enterprises	9,659,425	10,122,526	10,106,124	8,084,899	8,142,467	57,567	0.7%
Other operating revenue	772,981	348,358	647,104	258,842	260,238	1,396	0.5%
Total operating revenues	67,379,004	63,295,670	64,835,502	41,776,067	42,182,904	406,837	1.0%
Operating expenses							
Instruction	24,533,949	28,306,682	23,395,521	8,890,298	8,666,233	224,065	2.5%
Research	2,753,516	4,152,314	3,767,508	1,544,678	1,506,415	38,264	2.5%
Public service	452,406	535,651	480,507	384,406	374,546	9,859	2.6%
Academic support	6,504,654	6,810,305	5,977,800	2,988,900	3,023,638	(34,738)	-1.2%
Student services	6,674,341	7,261,692	6,151,651	3,137,342	3,156,975	(19,633)	-0.6%
Institutional support	7,333,955	8,805,741	7,296,988	4,086,313	4,164,767	(78,454)	-1.9%
Operation and maintenance of plant	8,701,197	9,311,205	8,288,719	3,149,713	3,169,164	(19,451)	-0.6%
Scholarships and fellowships	8,552,046	5,277,567	5,658,220	3,225,185	3,307,178	(81,992)	-2.5%
Auxiliary enterprises	15,132,879	16,285,705	14,206,214	6,961,045	6,985,026	(23,982)	-0.3%
Depreciation	7,280,465	8,166,867	9,732,853	4,574,441	4,492,090	82,351	1.8%
Total operating expenses	87,919,408	94,913,729	84,955,981	38,942,322	38,846,032	96,289	0.2%
Operating Income (Loss)	(20,540,404)	(31,618,059)	(20,120,479)	2,833,746	3,336,872	503,126	17.8%
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	220,592	558	0.3%
Investment income	152,977	269,161	259,056	90,670	89,280	(1,390)	-1.5%
Unrealized gain (loss) on investments	-	-	-	-	-	-	-
Interest expense on capital debt	(3,370,567)	(5,044,246)	(5,298,795)	(2,119,518)	(2,129,858)	(10,340)	-0.5%
Federal nonoperating grants and contracts	7,981,997	8,311,721	8,090,000	3,559,600	3,544,012	(15,588)	-0.4%
Other nonoperating revenues (expenses)	253,144	(4,273,744)	80,000	100,000	102,074	2,074	2.1%
Net nonoperating revenues	10,236,407	4,623,315	8,597,496	1,850,786	1,826,101	(24,685)	-1.3%
Income (Loss) Before other revenues	(10,303,997)	(26,994,744)	(11,522,983)	4,684,532	5,162,973	478,441	10.2%
Other revenues (expenses)							
Student facility fees	1,711,366	1,497,856	1,528,648	1,605,080	1,611,530	6,449	0.4%
State capital contributions	1,292,774	1,935,398	1,200,000	576,000	568,596	(7,404)	-1.3%
Capital grants	99,619	42,560	17,000	28,050	27,426	(624)	-2.2%
Capital gifts	90,361	48,913	-	-	21,469	21,469	-
Payments (to)/from governing boards or other institutions	(412,610)	(317,845)	1,229,356	(258,250)	(258,250)	-	-
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	1,950,880	1,970,771	19,891	1.0%
Increase (decrease) in net position	\$ (4,771,276)	(20,763,291)	(7,547,979)	6,635,412	7,133,744	498,332	7.5%

Item #3

Incremental Budget Updates

COLORADO STATE UNIVERSITY SYSTEM

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



FY20 Incremental E&G Budget - V.4.0
Colorado State University - Fort Collins
Tuesday, January 22, 2019

	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%
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New Resources

Tuition			
Undergraduate-Enrollment Growth			
Increase in FTE	\$ 1,984,000	\$ 1,984,000	\$ 1,984,000
Change in mix - RES vs. NRES	9,302,000	9,302,000	9,302,000
Undergraduate Rate Increase			
Resident (WUE - COF Increase)	368,000	368,000	368,000
Non-Resident	4,083,000	4,083,000	4,083,000
Graduate Rate Increase			
Resident	453,000	453,000	453,000
Non-Resident	644,000	644,000	644,000
Professional Veterinary Medicine Rate Increase	953,000	953,000	953,000
Differential Tuition	720,000	720,000	720,000
Total Tuition	\$ 18,507,000	\$ 18,507,000	\$ 18,507,000
State Funding Impact	18,234,735	17,834,735	17,334,735
Facilities and Administrative Overhead	510,000	510,000	510,000
Other	-	-	-
Total New Resources	\$ 37,251,735	\$ 36,851,735	\$ 36,351,735

Financial Aid

	6,725,000	6,725,000	6,725,000
Net New Resources	\$ 30,526,735	\$ 30,126,735	\$ 29,626,735

New Expenses

Multi-Year Central Investments in Strategic Initiatives	\$ 3,153,637	\$ 3,153,637	\$ 3,153,637
Faculty/Staff Compensation	19,559,563	19,559,563	19,559,563
Academic Incentive Funding	2,781,700	2,781,700	2,781,700
Mandatory Costs	5,225,500	5,225,500	5,225,500
Quality Enhancements	2,536,335	2,136,335	1,636,335
Reallocation	(2,730,000)	(2,730,000)	(2,730,000)
Total New Expenses	\$ 30,526,735	\$ 30,126,735	\$ 29,626,735

Net	\$ 0	\$ 0	\$ 0
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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.4.0
Colorado State University - Pueblo
Wednesday, January 23, 2019

	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
Financial Aid			
11		(220,000)	(220,000)
12	Net New Resources	\$ 441,000	\$ 841,000
New Expenses			
13	Institutionalize Costs for New Academic Programs	595,000	595,000
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*	530,000	530,000
17	Quality Enhancements	-	-
18	Reallocation	-	-
19	Total New Expenses	\$ 3,217,000	\$ 3,217,000
20	Net	\$ (2,776,000)	\$ (2,376,000)

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

* 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, and audit expenditures.

FY2019 Forecast vs FY2020 Pro Forma Budget As of February 2019



	<u>Forecast FY19</u>	<u>ProForma FY2020 Budget</u>	<u>Incremental Change</u>
Operating Revenues	100,154,440	112,582,242	12,427,802
Operating Expenses			
Instruction	20,964,228	22,405,501	1,441,273
Academic Support	7,960,003	7,907,172	(52,831)
Student Services	33,797,457	36,278,644	2,481,187
Institutional Support	5,048,876	8,028,763	2,979,887
Operation and Maintenance of Plant	514,911	410,738	(104,173)
Depreciation	530,008	942,986	412,978
Total Operating Expenses	68,815,483	75,973,804	7,158,321
Operating Income	31,338,957	36,608,438	5,269,481
Operating Margin	31%	33%	2%
Non-operating revenues (expenses)	1,182,021	1,217,482	35,461
Income (Loss) Before other revenues	32,520,978	37,825,920	5,304,942

Item #4: Reallocations at Colorado State University

Central and Internal 2017-2019



COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

Internal Reallocations

- At the end of fall 2018, all major units at CSU (Colleges led by Deans and Divisions led by Vice Presidents) were asked to complete a comprehensive survey of reallocations internal to their unit, for the past three fiscal years.
- What did you stop doing? What resources (personnel and \$\$) were freed up by those decisions? What were you able to start doing with those 'new' resources that was different and improved your unit?
- Results: for 2017-19, \$22M was internally reallocated in our major units, over \$20M in the Colleges. This averages to be over \$7M/year, approximately 3%/year in 'cuttable' budgets.
- 147 positions were reallocated in this period, ~50/year
- This places decision-making closer to the action.



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Central Reallocations

- In a central reallocation exercise, budgets of all/most units are reduced, and \$\$ are pulled back to the central (general) fund for redeployment to central initiatives. If the central initiative is a budget cut (bad times) this is necessary (almost all resources are in the unit budgets). If the central initiative involves new investments (good times) then this is an optional tool.
- It isn't popular with the units, who are striving to reallocate internally as well.
- If done 'across the board', there is an element of unfairness: some units are much more able than others to absorb cuts.
- If done 'opportunistically' (e.g. by sweeping open positions) there is also unfairness: units tend to have open positions at random times for peculiar reasons.
- If done by proposal (units submit proposed cuts to be reviewed and approved centrally) there is a lot of line-item work, units have a conflict of interest, and it requires a Very Wise Provost.
- We've lately taken a middle approach: the P/EVP reviews cuts in broad terms and has a very good sense of which units are struggling and which are able to do a bit more; he rounds the cuts up or down appropriately. In different years we can emphasize academics, or infrastructure, for example.
- This year we have been considering a 1% central reallocation (~\$2.7M); we expect internal reallocations to be about triple that, given recent past history.



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Item #5: CSU Pueblo

Business Financial Services Update

February 2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

#	Action	Update
1	Controller search update	Failed search due to lack of qualified candidates. We are re-launching search with a revised set of minimum qualifications. Updated job description is completed and ready for Search Committee review.
2	Accountant search update	Two new accountants have been hired and training at Fort Collins has begun. We continue to search for a grants and sponsored programs accountant, although both accountants hired have experience in this area.
3	All relevant accounts properly closed	All relevant accounts have been closed and remaining accounts will be monitored on an ongoing basis.
4	Allocation of funding completed across subfunds to address deficits	Funding has been identified and will be transferred to the appropriate subfund during the third quarter.
5	Activation of cash/expenditure controls in KFS at the subfund/account levels where needed	CSU Fort Collins is currently testing sufficient funds checking and will roll it out once testing is complete.

#	Action	Update
6	AR Collection procedures clearly defined and implemented	We are in the process of hiring 2 full-time, temporary non-student hourly employees who will be responsible for collecting on accounts receivable balances. These new employees will be trained and supervised by Ft. Collins BFS staff. Our goal is to have this work well underway by year end and completed by the end of this calendar year.
7	Org structure review completed and relevant actions taken	We continue to assess appropriate org structure needed for the CSU-Pueblo campus. Fort Collins staff have interviewed existing accounting staff for the purpose of updating job descriptions. This work will help to inform organization structure which will be fully addressed upon hiring the Controller/Director of Business and Financial Services.
8	Fiscal Officer Responsibility training developed and participants being tracked to ensure all individuals requiring the training have done so.	Three trainers from Ft. Collins facilitated fiscal officer training to 36 members of The University Leadership Team and employees from BFS on 1-16-19. During February and March, fiscal officer training (as well as Quali Financial Services platform training) will be administered to another 134 account managers throughout the campus.

#	Action	Update
9	Disposition of audit recommendations	<p>We are currently meeting twice a month to ensure progress towards resolution of each of the internal audit recommendations in a timely manner from Report # 19-05, Capital Account Negative Cash Balances, 11-29-18. The group includes Timothy Mottet, Lynn Johnson, Dave Ryan, Karl Spiecker and Candice Bridgers. Each recommendation has been assigned to specific individuals for resolution.</p> <p>We have met recommendation 2 (Due 12-6-18): CSU-Pueblo in working with CSU System, should identify funding sources for the deficit of \$7.9 million and the remaining debt service payments through 2018.</p> <p>We are working to meet recommendation 4 (Due 2-28-19): CSU-Pueblo, in working with CSU System, should continue to work to ensure that the remainder of CSU-Pueblo's general ledger accounts are reconciled.</p> <p>We have met recommendation 9 (Due 1-31-19): CSU-Pueblo in working with the CSU System, should ensure that old and inactive project accounts in Kualu Financial Services are closed.</p>

#	Action	Update
10	Adoption of policies and procedures	<p>The interim Controller for CSU-Pueblo, Business Financial Services staff members, and Purchasing Director reviewed and adapted CSU-Ft Collins fiscal rules and financial procedure instruction (FPI) to make them appropriate for CSU-Pueblo. All revised policy and FPI documents were then reviewed by the Deputy General Counsel and presented to and reviewed by Cabinet. Updates and corrections were made to the documents. The documents were then presented to the University Leadership Team (ULT). The ULT was given the opportunity to provide feedback and submit questions or corrections. In early December, drafts of the documents were posted on the VPFA's website at the following URL:</p> <p>https://www.csupueblo.edu/vice-president-for-finance-and-administration/bfs-policy/index.html</p> <p>CSU-Pueblo BFS staff at CSU-Ft. Collins accounting staff will conduct a final review of the drafts prior to finalizing on February 1, 2019.</p>

Item #6

Treasury Update

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University System

Operating Portfolio

	Beg Bal FY2019								
	1-Jul-18	31-Jul-18	30-Aug-18	30-Sep-18	31-Oct-18	30-Nov-18	31-Dec-18		<i>Gain/Loss</i>
<i>Tier I</i>									
State Treasury Pool	\$ 492,527,767	\$ 371,418,270	\$ 340,282,983	\$ 344,910,479	\$ 300,129,488	\$ 297,136,602	\$ 250,355,697		
Vanguard MM		20,000,000	20,038,763	20,071,430	20,106,648	20,142,210	20,180,682		
Goldman Sachs MM		20,000,000	20,000,000	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	20,134,801	20,172,593		
Total Tier I	492,527,767	431,418,270	400,354,662	405,046,309	360,335,800	357,413,613	310,708,972		
<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	59,378,193	54,017,155		<i>(5,982,845)</i>
Vanguard US Completion		5,000,000	10,239,022	15,075,729	18,703,996	19,050,740	17,014,741		<i>(2,985,259)</i>
Vanguard Intl Equity		13,500,000	26,706,576	40,180,538	50,595,609	51,227,876	48,750,405		<i>(5,249,595)</i>
Vanguard Core Fixed Income		21,500,000	43,097,013	64,373,966	85,359,603	85,818,301	87,369,936		<i>1,369,936</i>
Total Tier III	-	55,000,000	110,848,632	165,656,069	212,851,380	215,475,110	207,152,237		<i>(12,847,763)</i>
TOTAL OPERATING PORTFOLIO	\$ 492,527,767	\$ 486,418,270	\$ 511,203,294	\$ 570,702,378	\$ 573,187,180	\$ 572,888,723	\$ 517,861,209		

Item #7

Approval of Reimbursement Resolution for Equine Veterinary Teaching Hospital and Meridian Village Residence Projects

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: February 7, 2019
Action Item**

MATTERS FOR ACTION:

Approval of resolution of capital expenditures to be reimbursed by future Series 2019 or Series 2020 bond issuance for Equine Veterinary Teaching Hospital infrastructure project, and the Meridian Village residence project which includes the deconstruction of Aylesworth.

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Margaret Henry, Treasurer, Colorado State University System.

Approved

Denied

Board Secretary

Date

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

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

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

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

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

Section 1. Declaration of Official Intent. The Board hereby declares the Board's official intent, in accordance with the Reimbursement Regulations, to reimburse itself from future proceeds of the "Bonds" as defined below for any capital expenditures (and any other expenditures permitted by the Reimbursement Regulations) incurred by the Board in connection with, or related to, the "Project" as defined below, from the period beginning 60 days prior to the date hereof and ending on the latest date permitted by the Reimbursement Regulations. "Bonds" means any taxable or tax-exempt obligations issued by the Board from time to time to finance the "Project" as defined below, and is reasonably expected as of the date hereof to initially mean the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds Series 2019 or Series 2020. As of the date hereof, the Board reasonably expects that the Bonds will be issued and that the Board will reimburse itself for costs of the Project. "Project" collectively means certain campus improvements, including, but not limited to, the Equine Veterinary Teaching Hospital infrastructure project and the Meridian Village residence project. The Project costs are currently anticipated to be equal to an amount not to exceed \$110,000,000. The Bonds may be issued in one or more series in an amount sufficient to finance the Project. The Project may also include repaying previously issued commercial paper. Further, commercial paper may be issued to reimburse the Board for its prior capital expenditures relating to the Project and such commercial paper shall be included in the definition of the term "Bonds."

Section 2. Confirmation of Prior Acts. All prior acts and doings of the officials, agents and employees of the Board which are in conformity with the purpose and intent of this Resolution shall be and the same hereby are in all respects ratified, approved and confirmed.

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

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

PASSED AND ADOPTED this 7th day of February, 2019.
[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY
SYSTEM

By: _____
Chair of the Board

Attest:

By: _____
Secretary

Item #8: CSU-Pueblo Proposal: Solar Power

CSU System Board of Governors Meeting
February 7, 2019



COLORADO STATE UNIVERSITY SYSTEM

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

Opportunity:

CSU-Pueblo has an opportunity to enter into a Public Private Partnership (P3) that will enable it to become the first university in Colorado to acquire 100% of its electricity from solar power (net zero electric, which includes storing power from the solar panels).

No capital outlay or FTE are required. Electricity costs from solar will be lower than projected costs of electricity from our current provider over the 25-year life of the project.

New Focus on Renewable Energy:

1. International concerns for climate change
2. Renewable energy a priority for Governor Polis
3. City of Pueblo resolution to use 100% renewable energy by 2035
4. CSU-Pueblo vision for sustainability

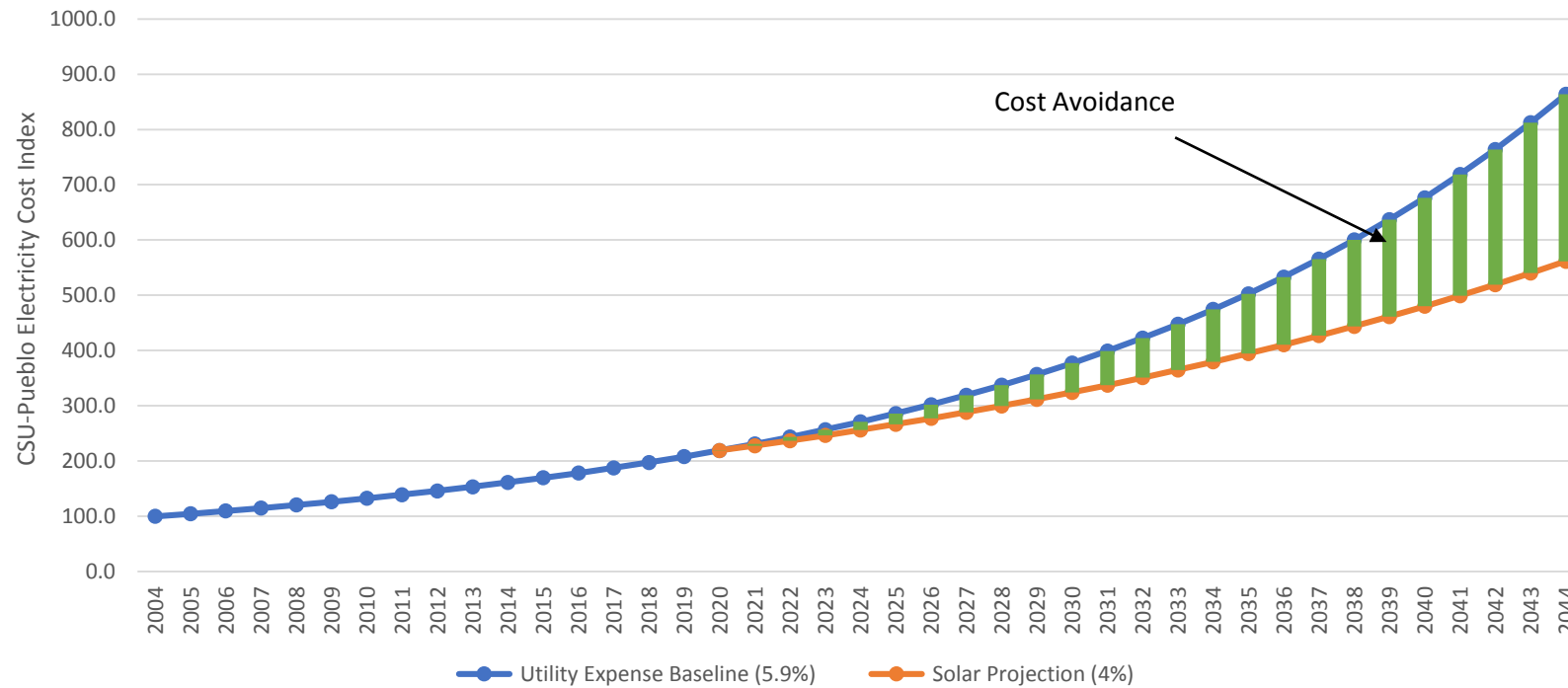
Project Viability:

1. CSU-Pueblo has a substantial amount of land that can be used for the panels, including land adjacent to the existing electrical meter.
2. Pueblo electrical rates are high.
3. A federal tax credit of 30% can be used for projects that are shovel-ready by December 2019.
4. Southern Colorado has a substantial number of sunny days per year for solar energy.

Project Summary:

1. CSU-Pueblo will lease its land to Johnson Controls, Inc., for solar panels.
2. Johnson Controls will install solar panels on our property at their expense. The project would be eligible for a 30% federal tax credit if the project is “shovel ready” by December 2019.
3. No capital outlay from CSU-Pueblo is required.
4. CSU-Pueblo will enter into an agreement to buy the power produced by the solar panels at a cost savings to the university (TBD by the feasibility study with input and oversight from the Colorado Energy Office).

CSU-Pueblo Solar Power Project



Baseline data reflects rate increases in energy and demand payments to Black Hills Energy for 14-year period for the CSU-Pueblo campus from 2004 through 2018. For the solar project to be considered viable, rates paid from the solar project will not exceed 4.0%.

Colorado Energy Office Support:

1. Oversees the contracting process to ensure that an appropriate baseline can be used for comparison.
2. Oversees the costs used in the viability study to ensure that CSU-Pueblo's interests are protected.
3. Monitors the actual project costs to ensure that CSU-Pueblo's solar rates are appropriate and in line with the viability study.

Next Steps:

1. Johnson Controls, Inc., must complete an exhaustive viability (engineering and financial) analysis at a cost of \$300k. This is time sensitive for the project to be eligible for the federal tax credit.
2. If the project is not viable (i.e., the cost of the solar electricity will exceed projected rates), CSU-Pueblo is not required to pay for this analysis.
3. If the project is viable (i.e., the cost of the solar electricity is less than projected rates), the cost of the viability study will be integrated into the rate structure for the solar electricity over the life of the project.

Board Approval Necessary:

1. CSU-Pueblo needs Board approval to enter into a 25-year lease for the solar panels to be installed on our land.
2. CSU-Pueblo needs Board approval to enter into a 25-year agreement to buy the power produced by the solar panels.

Why is Board approval needed prior to the viability study?

1. If the viability study demonstrates a cost savings to CSU-Pueblo, and we do not enter into a long-term agreement, CSU-Pueblo will be required to pay the \$300k for the study.
2. CSU-Pueblo seeks Board approval for the concept of the project to avoid incurring unnecessary costs.
 - a. The Board could authorize the lease and the agreement to purchase solar power conditional upon a viable engineering study.
 - b. The Board could authorize the viability study at the February meeting, and require separate approval for the long-term agreement in May. However, any delay could put the 30% tax credits at risk.

The Board of Governors of the
Colorado State University System
Meeting Date: February 6-8, 2019
Action Item

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of a long-term land lease and long-term power purchase agreement for CSU-Pueblo’s solar power project.

RECOMMENDED ACTION:

MOVED, that the Board hereby approves the lease of approximately fifteen (15) acres of land for a solar power generation site on the CSU-Pueblo campus for a term up to twenty-five (25) years, and further approves CSU-Pueblo entering into a power purchase agreement for a term up to twenty-five years as part of CSU-Pueblo’s solar power project; and it is

FURTHER MOVED, that the President of CSU-Pueblo is authorized to approve the terms and conditions of, as well as execute a lease agreement, power purchase agreement, and other related agreements for this solar power project, in consultation with the Office of General Counsel.

EXPLANATION PRESENTED BY: Dr. Timothy Mottet, President of Colorado State University – Pueblo

CSU-Pueblo has an opportunity to acquire 100% of its electricity for its campus from solar power, and has been working with the Colorado Energy Office to explore a solar power project with Johnson Controls, Inc. As part of this project, CSU-Pueblo would enter into a long-term lease for a twenty-five (25) year term for the site of the solar panels on campus and would also enter into a twenty-five (25) year power purchase agreement, so that the solar panels would provide electricity for the campus at advantageous rates. The installation, operation and maintenance of the solar panels would be at no cost to CSU-Pueblo. Following a feasibility study, CSU-Pueblo would only move forward with this solar power project with Johnson Controls, Inc. (or a related entity for the project) if it is established that the solar power project would result in cost savings for the university.

Approved

Denied

Kim Jordan, Board Secretary

Date

Item #9: CSU SYSTEM INTERNAL AUDITING

Staffing Update



COLORADO STATE UNIVERSITY SYSTEM

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Audit Plan Risk

- Staff turnover
- Special projects
- Skill gaps

COLORADO STATE UNIVERSITY SYSTEM

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COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



Existing Internal Auditing Resources

Current Staffing

- Director
- 6 Auditors (5.6 FTEs)
 - 5 Auditors in Fort Collins
 - 1 Auditor in Pueblo
- Executive Assistant (.6 FTE)
- Certifications
 - 6 Certified Public Accountants
 - 4 Certified Internal Auditors
 - 2 Certified Information Systems Auditors
 - 3 Certified Fraud Examiners
 - 2 Chartered Global Management Accountants
 - 1 Certified IDEA Data Analyst

COLORADO STATE UNIVERSITY SYSTEM

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New Internal Auditing Initiatives & Resources

1. Performed compensation benchmarking analysis and adjusted salaries as appropriate for retention
2. Created career ladder for recruitment and retention
3. Created new auditor position at CSU-Pueblo to increase audit coverage and provide for succession planning
4. Utilized former audit staff to address short-term staffing shortages
5. Developing a network of external audit service vendors to provide agility in meeting annual audit demands
 - Short-term Internal Audit staffing
 - Specialized Auditing Services (e.g., fraud investigations, construction auditing, specialized IT audit services, etc.)

COLORADO STATE UNIVERSITY SYSTEM

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Planned Audit Schedule for Remaining Projects

Institution	Audit Area	Jan	Feb	March	April	May	June
Carryforward							
CSU	Facilities-Campus Design & Construction						
CSUP	Human Resources/Payroll (CSU Pueblo)						
CSU	VP Enrollment and Access						
CSU	Department Codes-Best Practices*						
CSU	CSURF/CSUF Operating Agreements						
CSU	Health Center-Insurance Billing						
CSUS	System-wide Strategic Planning-shared Resources						
CSU	Research Integrity & Compliance Review Office*						
CSU	INTO						
CSU	Physical Security/Access to Facilities in On-Campus Programs for Children						
CSUP	Accounts Receivable (CSU-Pueblo)						
CSUGC	Cloud Computing						
New for 2018-2019							
All	Ethical Climate						
CSU	Student Support and Safety/Title IX Controls						
CSUP	AIS (CSU-Pueblo)						
CSU	Office of Sponsored Programs						
CSU	Athletics Compliance						
CSUGC	Human Resources (CSU Global)						
CSUGC	Cybersecurity (CSU Global)						
All	Continuous Auditing						
CSU	CVMBFS Financial and IT Review						
CSU	Special Project-Advancement						
All	Special Projects						

* Considered lower risk than recent special projects and will likely drop off of this year's plan.

COLORADO STATE UNIVERSITY SYSTEM

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 CSU - GLOBAL CAMPUS



Item #10

Status of FY 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/Payroll (CSU Pueblo)	President	Fieldwork	1/23/2018	5/31/2019	Extended to incorporate Payroll
CSU	Department Codes-Best Practices	Provost				
CSU	VP Enrollment and Access	Provost	Planning			
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	Fieldwork	11/12/2018	3/31/2019	
CSU	Health Center-Insurance Billing	VPSA				
CSUS	System-wide Strategic Planning-shared Resources	Chancellor	Addressed through other means	N/A	N/A	Addressed through ongoing audits
CSU	Research Integrity & Compliance Review Office	Provost				
CSU	INTO	Provost	Draft Report	8/1/2018	1/31/2019	
CSU	Physical Security/Access to Facilities in On-Campus Programs for Children	President/Safety Committee	Fieldwork	10/19/2018	2/28/2019	
CSUP	Accounts Receivable (CSU Pueblo)	VPFA	Planning			
CSUGC	Cloud Computing	President	Draft Report	9/25/2018	1/31/2019	
CSU	Special Project – Continuous Auditing	Various	Report No. 19-02	N/A	N/A	
New for 2018-2019						
All	Ethical Climate	Chancellor				
CSU	Student Support and Safety/Title IX Controls	VPSA/President				
CSUP	AIS (CSU Pueblo)	VPFA	Fieldwork	1/18/2019	4/30/2019	This project was approved as part of CSUP A/R Audit
CSU	Office of Sponsored Programs	VPR				
CSU	Athletics Compliance	President				
CSUGC	Human Resources (CSU Global)	VPFC				
CSUGC	Cybersecurity (CSU Global)	Asst. Dir IT	Planning			
All	Continuous Auditing	Various	Ongoing	N/A	N/A	
CSU	CVMBFS Financial and IT Review	Provost	Fieldwork	11/19/2018	4/30/2019	
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	Report No. 19-05	6/20/2018	12/31/2018	
CSU	Special Project – Advancement	President	Fieldwork	9/6/2018	2/15/2019	End date extended from 12/31 to evaluate additional reports
All	Special Projects – Other	Various	Ongoing	NA	NA	Issued seven informal memos to date this FY for various consulting projects

Item #11

Audit Reports and Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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





Colorado State University System

Capital Account Negative Cash Balances – Colorado State University-Pueblo

EXECUTIVE SUMMARY

November 29, 2018

Background Information

On May 23, 2018, it was determined that deficits existed in the cash balances for three Kuali Financial System capital project accounts at CSU-Pueblo. Business and Financial Services at CSU-Pueblo confirmed that the cash accounts were negative and that funding sources would need to be identified to cover the deficit. The deficit account balances were initially identified as follows:

<u>Project</u>	<u>Cash Balance</u>
2002 Energy Performance Contract	(\$6,426,196)
2009 Library and Academic Resources Center	<u>(\$1,669,828)</u>
	(\$8,096,024)

On June 20, 2018, Internal Auditing was notified of the deficits and began coordinating with Business and Financial Services to understand the nature of the deficits and the underlying conditions. The internal audit staff worked closely with CSU-Pueblo Business and Financial Services, Facilities, Purchasing, and Auxiliaries staff members to obtain a detailed understanding of the account balances, to determine how the accounts resulted in deficit balances, and to understand why the deficits were not previously identified.

Scope and Objective of Review

The objectives of the review were to:

- Verify that the deficit account balances as presented by CSU-Pueblo management were accurate,
- Determine whether State funds were used properly,
- Determine why the deficits were not detected sooner,
- Provide an assessment of internal control weaknesses and communicate necessary controls,
- Determine if the underlying risks have been addressed, and
- Determine if there is evidence of fraud.

To accomplish these objectives, we reviewed funding sources and expenses for an Energy Performance Contract and the Library Academic Resources Center remodel project. We reviewed Energy Performance Contract financial transactions from 2005-2009, Library Academic Resources Center financial transactions from 2008-2013, and debt financing payments from 2005-2017. We further reviewed information provided by CSU-Pueblo related to the deficit for reasonableness. We also evaluated the adequacy of existing policies and procedures, assessed the adequacy of internal controls, and performed other audit procedures considered necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

A summary of the conclusions for each of the objectives is as follows:

- We confirmed a \$7.9 million negative cash balance, less than originally reported, due to a cash transfer in to cover a loan payment. The deficit was primarily attributable to the Library Academic Resources Center and Energy Performance Contract projects. The deficit occurred because (1) the financing costs for the Library Academic Resources Center and Energy Performance Contract projects were not properly budgeted and debt service payments were made without a designated funding source, and (2) accounting errors transferred expenses to the respective project accounts without a corresponding transfer of cash to cover the expenses. Root causes for these errors were identified as internal control weaknesses.
- State appropriations received for the projects were properly expended, and the projects appeared to be completed on time and within budget.
- The deficits were not detected sooner due to an inadequate system of internal controls.

- A number of control weaknesses were identified that caused the deficits to occur and not be detected in a timely manner. These weaknesses related to inadequate accounting and budgeting oversight of financial transactions, inadequate documented policies and procedures, and challenges with recruitment and retention of qualified accounting personnel. These observations are summarized in this report.
- We assessed internal controls and management's corrective action plan to address the underlying conditions. After the corrective action plan is implemented, the risk of future unknown deficit project cash balances should be low.
- We did not identify any evidence of fraud in our review and determined that the risk of fraud contributing to the negative cash balances is low.

We made the following recommendations based on the audit findings:

1. CSU-Pueblo, in working with the CSU System, should ensure all financial expenditures throughout CSU-Pueblo, including capital expenditures, are properly budgeted and managed. Adequate training should occur to ensure the staff has the skills and knowledge to perform the required duties.
2. CSU-Pueblo, in working with the CSU System, should identify funding sources for the deficit of \$7.9 million and the remaining debt service payments through 2028.
3. CSU-Pueblo, working with the CSU System, should require mandatory training specific to the roles and responsibilities of the fiscal officer, account manager, and account supervisor to ensure employees understand the assigned duties and are properly trained to perform the required tasks. These activities should also ensure that fiscal officers have the appropriate knowledge of financial activity in their respective areas to monitor transactions and possess the appropriate financial skillset to successfully perform the assigned duties.
4. CSU-Pueblo, in working with the CSU System, should continue to work to ensure that the remainder of CSU-Pueblo's general ledger accounts are reconciled.

5. CSU-Pueblo, in working with the CSU System, should work to identify and implement best practices to ensure payments have available funding, negative cash balances are identified, and actual to budget variances are reviewed and resolved.
6. CSU-Pueblo, in working with the CSU System, should ensure financial procedures are documented, roles and responsibilities are clearly defined and delineated, and that functional job training is conducted with current staff, when new personnel are hired, and when new responsibilities are added. Policies and related training would cover such topics as:
 - Capital project budgeting,
 - Cash balance monitoring,
 - Actual to budget variance reviews,
 - Contract monitoring, and
 - Account reconciliations.
7. The CSU-Pueblo President should continue University efforts to recruit and retain qualified staff.
8. CSU-Pueblo, in working with the CSU System, should ensure that it is consistently monitoring the effectiveness of internal controls. CSU has a Financial Rules document that includes the elements required to maintain an adequate system of internal controls. CSU-Pueblo should consider adopting these financial rules.
9. CSU-Pueblo, in working with the CSU System, should ensure that old and inactive project accounts in Quali Financial System are closed.
10. The Procurement Director should implement procedures to monitor vendor contracts and guaranteed performance clauses.

Susy Serrano – Director, Internal Auditing

Item #12

Past Due Audit Recommendations

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
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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	03/31/2019
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	03/31/2019
18-05	Veterinary Teaching Hospital	CSU	1	In conjunction with the implementation of StringSoft, it is recommended that the VTH Business Officer document financial control processes for account reconciliations, accounts receivable, invoicing revenue, processing cash receipts, accounting for central supply, and pharmacy inventories.	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



Internal Auditing

All Overdue Recommendations (cont'd)

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
18-05	Veterinary Teaching Hospital	CSU	2	In conjunction with the implementation of StringSoft, it is recommended that the VTH Business Officer ensure that there is an audit trail, whether in the patient file or electronically in the system, for all invoice charges. This will make it easier for VTH staff to confirm the accuracy of the invoice and to follow up on questions regarding invoice charges. It will also help ensure that services rendered and supplies provided are not omitted from customer billings.	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



Internal Auditing

All Overdue Recommendations (cont'd)

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
18-05	Veterinary Teaching Hospital	CSU	5	With the implementation of StringSoft, it is recommended that the VTH Business Officer further enhance compensating controls by implementing analytical procedures to monitor and track monthly supply expenses (such as budget to actual and month to month expense) for the individual departments. This oversight function should be separate from the functions related to maintaining the supply inventory. This would enable the departments to better analyze their expenses and identify any unusual spending patterns.	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	With the implementation of StringSoft, the VTH Business Officer should 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
19-05	Negative Cash Balance	CSUP	2	CSU-Pueblo, in working with the CSU System, should identify funding sources for the deficit of \$7.9 million and the remaining debt service payments through 2028.	Agree. A plan will be submitted and presented to the Board of Governors at the December 2018 meeting. The plan will require their approval.	12/6/2018	

Item #13

Presentation by Clifton Larson Allen FY 2018 Audit Results – CSU System

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University

Fiscal Year 2018 Financial and Compliance Audit Results

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor



Create Opportunities
We promise to know you and help you.

Agenda

Responsibilities under GAAS

Scope of the Engagements

Presentation of Financial and Compliance Report

Questions



Scope of Engagements

Financial Statement
Audit

Single Audit procedures on
behalf of State Auditor's
Office:

- Student Financial Aid
- Legacy Resource Management
- State-Funded Student Financial Aid

NCAA Agreed Upon
Procedure – Fort Collins



Responsibilities under US Generally Accepted Auditing Standards (GAAS)

- Responsible for:
 - Expressing opinions whether financial statements are in conformity with US GAAP in all material respects.
 - Expressing opinions only over information identified in our report.
 - Performing audit in accordance with required auditing standards.
 - Communication of significant matters related to audit, information required by law/regulations, or other information agreed upon.



Responsibilities under GAAS (cont'd)

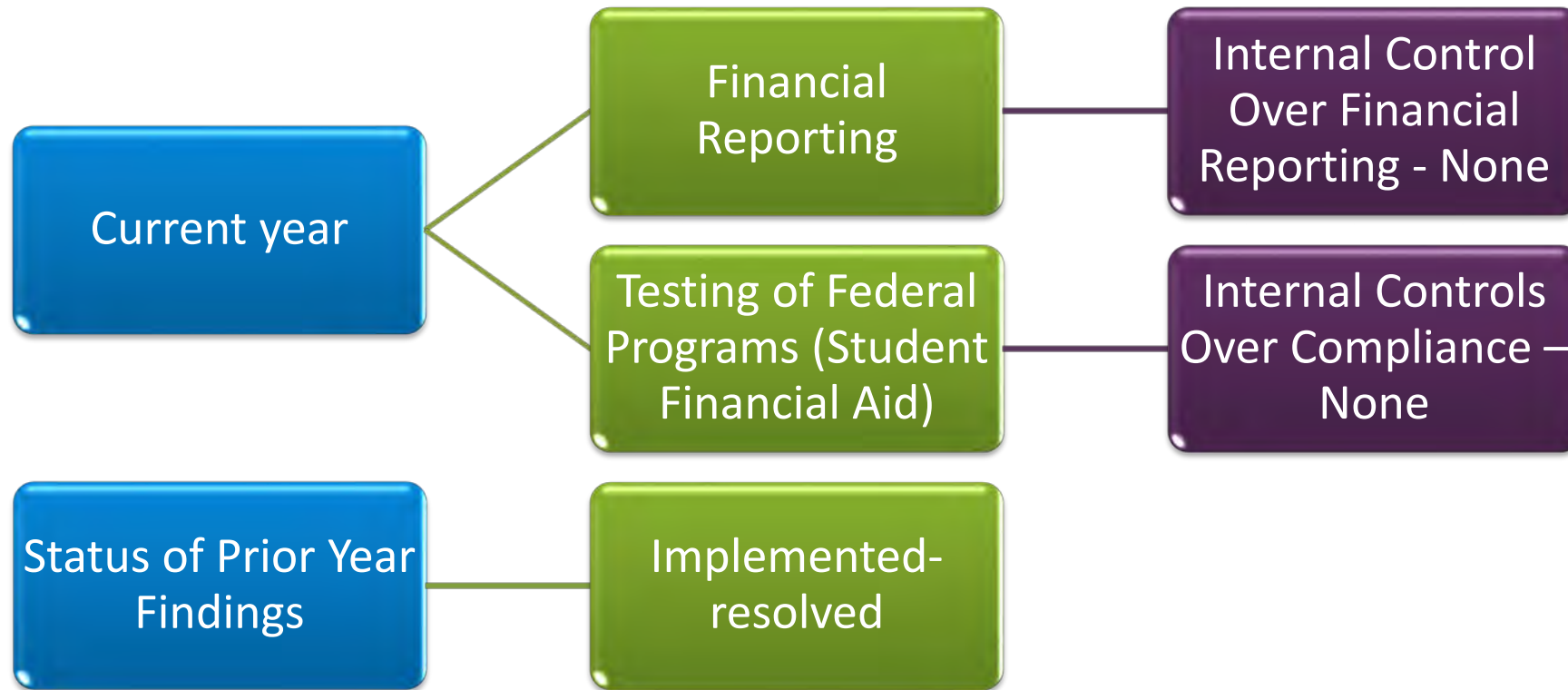
- An audit in accordance with GAAS:
 - Does not relieve management of responsibilities.
 - Includes consideration of internal control as basis for audit procedures, but do not to opine on effectiveness of internal controls.
 - Is designed to obtain reasonable, but not absolute, assurance about whether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



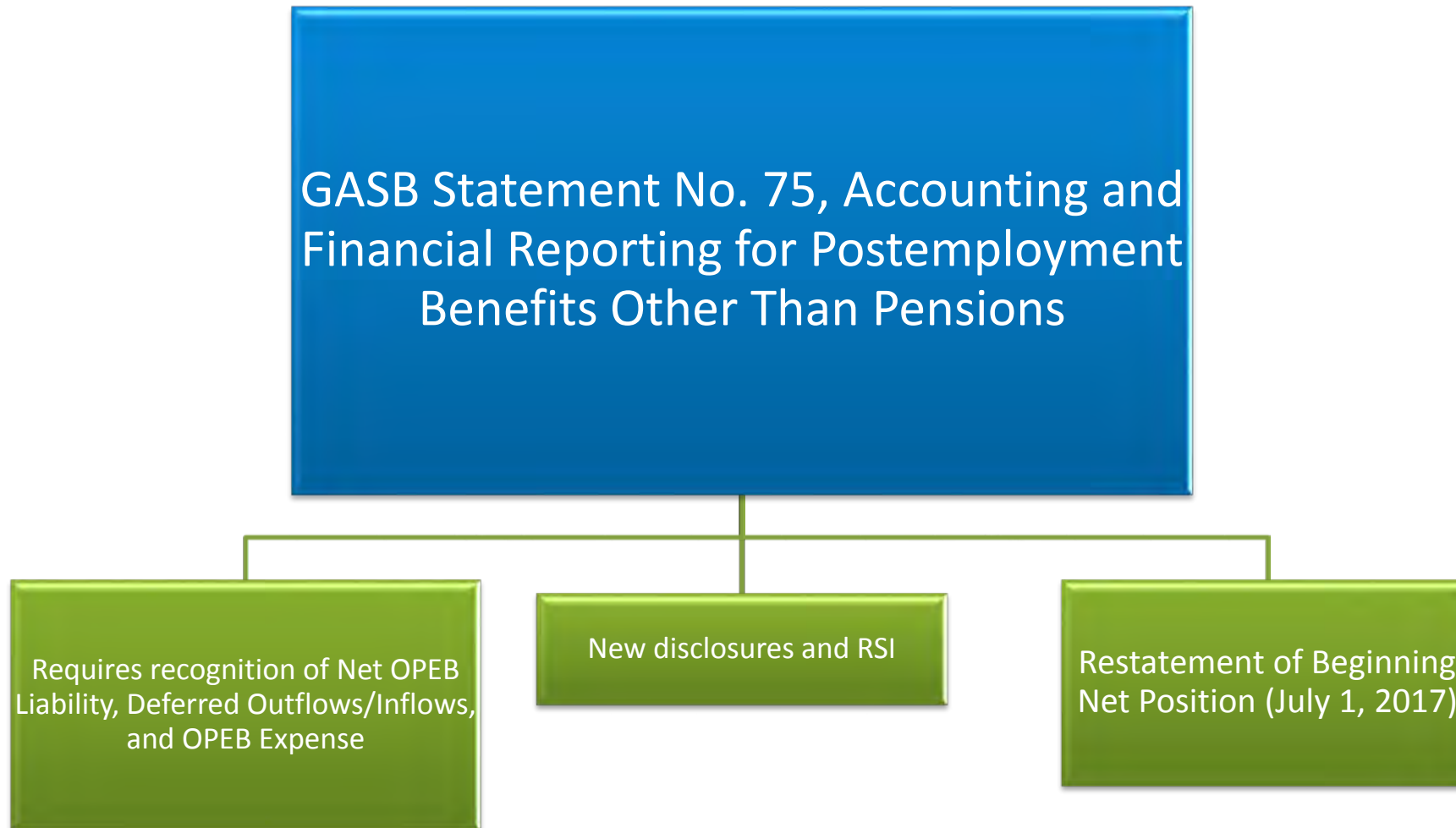
Presentation of the Financial and Compliance Report



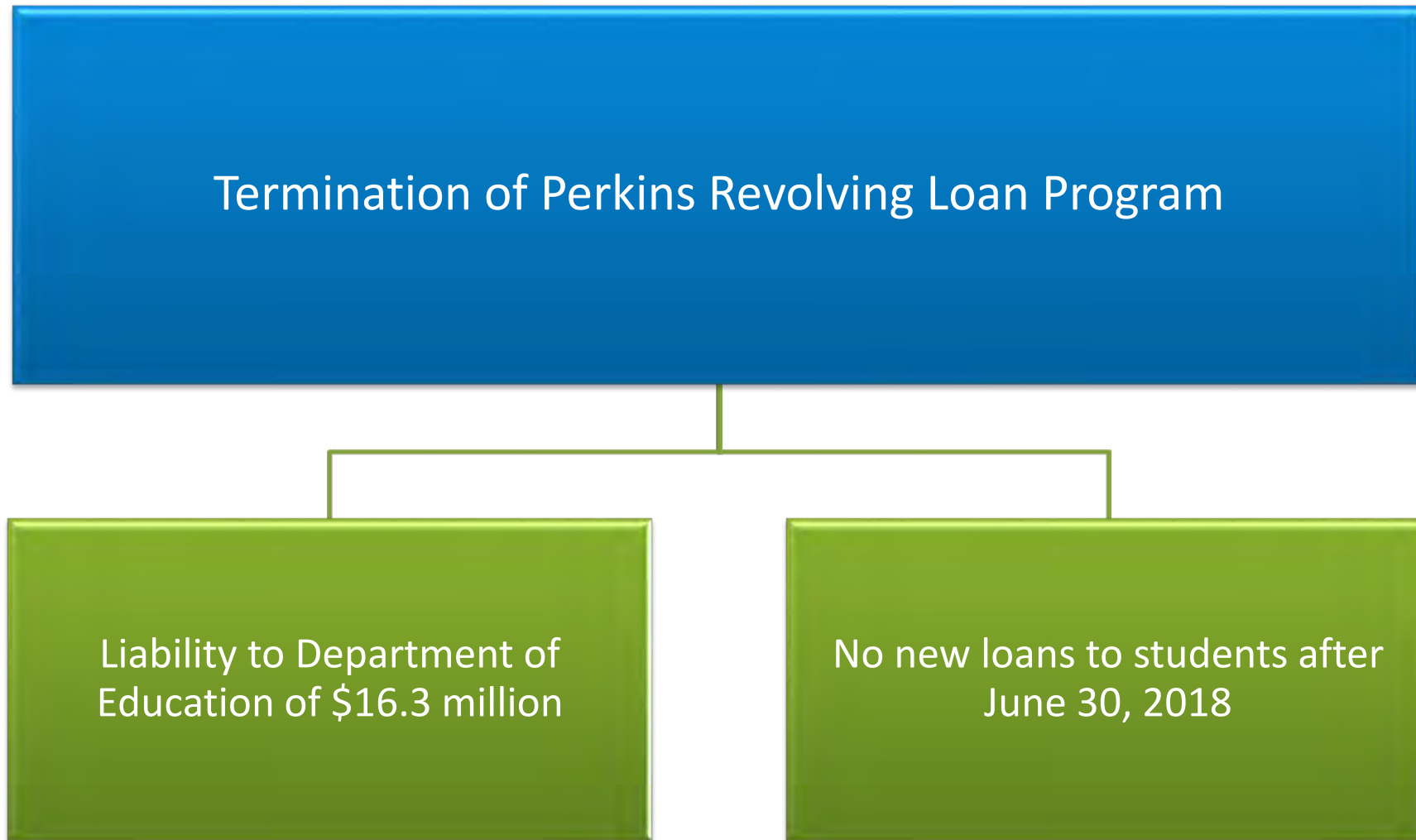
Findings and Recommendations



Financial Statements



Financial Statements



Financial Statements

Opinion – unmodified

Statements of Net Position

Statements of Revenues, Expenses, and Changes in Net Position

Statements of Cash Flows

Notes to the Financial Statements

Required Supplementary Information



Required Communications

Qualitative Aspects of Accounting Practices

- Accounting Policies – Implementation of GASB Statements No. 75
- Accounting Estimates
- Financial Statement Disclosures

Difficulties Encountered in Performing the Audit – None

Uncorrected Misstatements – None



Required Communications

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Other Audit Findings or Issues

- None

Questions?





Paul Niedermuller

Principal

Paul.niedermuller@CLAconnect.com

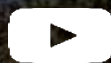
303-439-6053

Jake Huolihan

Manager

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303-265-7993



Section 4

CSU-Pueblo 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



February 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

End of Fall Semester Recap:

- The fall semester was great for CSU-Pueblo students. We had an incredible initial welcome week that sparked new strong traditions that will hopefully become a milestone of the start of each academic year moving forward. At the same time we were able to better incorporate the whole community of Pueblo with these new campus traditions helping to eliminate the old stigma of being the school on the hill. A great example of this would be Winter Wonderland.
 - Winter Wonderland
 - The Winter Wonderland project ended up being a huge success. Nearly 500 people showed up over the two day event. The basic premise of the project was to create a comfortable yet cheerful holiday event where people from all backgrounds and demographics in Pueblo could come to the university to celebrate the season together. We had exactly this, causing a great positive response from both the University and Pueblo community. I remember the day following the event I had a mother approach me thanking ASG for having a free Santa at Winter Wonderland. She went on to explain that the mall here in Pueblo has a Santa but you must pay to see him. Because of this they were not able to see the mall Santa. Since Winter Wonderland's Santa was free, her child was absolutely thrilled to get the chance to sit on Santa's lap. Its small moments like these that make you truly appreciate how small aspects of events can truly impact the eyes of the community and youth.

Spring Semester Initiatives:

- 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, SEAL will sponsor CSU Pueblo's Talent Show/ Open Mic Night. 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. Using a three judge system, individuals will be critiqued on multiple categories giving each participant a score. Using the scoring system, the top finishers will win a prize.
 - 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. Last year the award went to Jaime Huerta. After receiving this award, Jaime didn't slow down one bit. This year Jaime is the Director of Student Affairs for ASG, an RA for Resident Life and Housing, Student Engagement and Leadership Team Lead, Orientation Core Member, and lastly a member of the President's Leadership Program. His passion and vigor to improve CSU-Pueblo and advocate for his fellow students is truly remarkable.
 - Orientation Training
 - Orientation is a very important aspect of our university. Going back to what I mentioned in the beginning of the semester the first two weeks of a student's experience with a University is strongly correlated to how this individual might perceive their overall experience. Orientation lays the foundation to this experience. This is why it is crucial to have excellent individuals coordinating these events along with running them. Students who wish to have this prestigious leadership role must go through an intensive two-week interview process. After being selected these students go through yet a more intensive on-boarding process where they learn the ins and outs of the majority of campus programs and functions. They also have to learn how to conduct tours of the University. These trainings are great for obtaining a stronger knowledge of the university as a whole but the process doesn't stop there. These students

learn life-long soft skills such as positive and collaborative group communication along with hard skills with first aid and CPR training.

○ Student Leadership Recruitment

- A large aspect of the spring semester is recruiting the younger generation of students to put themselves in university leadership roles. There is a variety of ways this can happen whether it is being an orientation member or campaigning for a position within ASG. No matter what role the student wants to obtain, they all force the student to grow as both a leader and overall student. These students learn the dynamic functions of how a University operates to better appreciate everything they notice on campus on a daily basis. Instead of just seeing the concert itself, they experience the enormous amount of hours and effort that goes into making each event a success. These students grasp meaningful professional development and generate mentors for the years to come.

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 notice 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 Belport
January 23, 2019**

**Colorado State University-Pueblo AY 2018-19
Senate Meeting Agenda OSC 006 Great Plains
January 14, 2019, 3:30 PM to 5:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of agenda
- III. Approval of minutes (November 12, 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 - Syllabus Template) (APSB) – Matt Cranswick
 - b. 2nd Reading – Credit Hour Policy – (APSB) – Matt Cranswick
 - c. 2nd Reading – Bachelor of Arts in Humanities and Social Sciences Degree – (CAPB) – Arlene Reilly-Sandoval
 - d. Expedited Reading/Vote – Catalog Changes (CAPB) – Arlene Reilly-Sandoval
 - e. Expedited Reading/Vote – (UBDE) Changes to UBDE – Kim Cowden
- 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 Board on Diversity and Equality (UBDE) – Kim Cowden
- VII. Faculty Representatives –
 - a. Board of Governors (BoG) – Susan Belport
 - b. Colorado Faculty Advisory Council (CFAC) – Steve McClaran
- VIII. New Business –
- IX. Adjournment

Faculty Senate (FS) Key Discussions/ Actions

(Report incomplete: January Minutes will be approved at the next meeting):

- President Mottet
 - Discussed changes in graduation commencement starting spring 2019
 - BOG meeting at CSU-Pueblo February
- Provost Abdelrahman
 - Graduate Studies Board: recommendations role responsibilities for a graduate director including policies and opportunities
- Committee Reports/ Senate President - Margie Massey
 - Many committees: no report however meetings are scheduled over the next two weeks
 - Curriculum and Academic Programs Board (CAPB): Fall 2019 catalog changes approved at this meeting.
 - Information Technology Board (ITB): survey results suggest Blackboard is the LMS of choice for faculty with upgrades to current system.
 - Faculty Compensation Committee (FCC) 20-30 people impacted by equity increases starting January 2019; min. \$500 max. \$3000. Good news for anyone who didn't receive equity increase; pay is equitable or close. Anyone can appeal; process and due dates will be available soon. Faculty Senate will review any submissions and forward letters to the Provost. Due date will be during spring semester.
 - University Board on Diversity and Equality (UBDE) new policy approved

Motions:

- a) **Motion/ Approved:** Syllabus Template (APSB)
- b) **Motion/ Approved:** Credit Hour Policy
- c) **Motion/ Approved:** Bachelor of Arts in Humanities and Social Sciences Degree
- d) **Motion/ Approved:** Catalog Changes (CAPB) Fall 2019 Catalog
- e) **Motion/ Approved:** Expedited Reading/Vote – (UBDE) Changes to UBDE
- f) **Motion/ Approved:** (UBDE) Changes to UBDE



TO: Colorado State University System Board of Governors
FROM: Timothy Mottet
SUBJECT: February 2019 President's Report

Vision: To become 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 that allow our graduates 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

This report provides brief updates on 10 university initiatives/programs and media coverage we have received since the October 2018 Board meeting.

CULTURE ENHANCEMENT

We are using our opening meetings to enhance the development of organizational culture by recognizing employees, sharing information on university performance, and seeking employee feedback and counsel on executing the new vision and mission for the University. We closed our offices on Monday, January 7th from 8:00-11:00 to give all employees an opportunity to participate in the All Employee Meeting with close to 450 in attendance (87% of all employees). The week also included professional development seminars for faculty and staff on Assessment with over 100 in attendance (19% of all employees) and a session on Vision Execution with 170 employees in attendance (33% of all employees). Convocation week culminated in a keynote message from Board of Governor Kim Jordan on organizational culture with 300 in attendance (58% of all employees). I continue to receive positive feedback regarding Governor Jordan's message, which focused on how strong organizational culture creates sustainable organizations and meaningful work for employees.

SPRING 2019 ENROLLMENT

While census data will not be available until February, as of Jan. 21, Spring enrollment is tracking slightly below the internal targets for total students (3,612 actual, compared with 3,678 point-in-time target). We anticipated a decline compared to last Spring because of Fall enrollment numbers, but had targeted a Spring headcount of 3,691, a decline of 1.4% from Spring 2018, significantly less than Fall's 2.9% decline. Spring enrollment numbers have been highly volatile, often swinging from above target to below target in a single day's time.

FALL 2019 ENROLLMENT

While it is early in our enrollment cycle, trends are positive for Fall 2019 new student enrollment. We continue to trend well ahead in all indicators (applications, admits, and deposits) compared with the past cycle. Specifically, new applications are up 30%, admitted students up 11%, and deposits up 80%, all compared with the same week year-to-date. As we move through our second cycle of partnership with Capture Higher Ed, we continue to anticipate increased numbers throughout the enrollment funnel, in addition to improved yield. The University Tracks Centers (high school admission offices) are a strategic addition to our freshman student recruitment efforts, and we believe are showing impact in the August-December 2018 timeframe, including:

- More than 330 first-time student visitors meeting with the University Track Center coordinators for college-going assistance;

- More than 100 return visits.
- Sponsorship of 5 FAFSA nights in the community and 17 additional special workshops and presentations.

Our focus in the coming months remains on personal connections and interactions that will help with the conversion of admits to deposits and deposits to enrollments. We are leveraging team members from across campus to make contact in ways we never have before, with outreach appropriate to each segmented target population; some students receive handwritten notes from various leaders on campus, calls from current students originally from their hometown, notes from faculty within their chosen area of study, or merit award congratulatory calls from the president.

UNIVERSITY TRACK'S CENTER

A video will be presented that provides an update on University Track Centers.

FY19 BUDGET

The FY 2019 tuition revenue is tracking below the budgeted amounts. The Fall 2018 figures were approximately 7.7% below the budgeted figures. Spring 2019 figures are still not finalized, but are tracking 4.8% below the budgeted amount. If current figures hold, the available revenue (gross revenue minus allowances for doubtful accounts) will be approximately \$2.0 million below budgeted figures. In summer 2018, the President convened an advisory group to assist in identifying options to balance the budget. This group identified approximately \$1.4 million in budget adjustments that could be made. The group will continue to convene throughout the Spring semester to address projected budget shortfalls for the current year.

BUSINESS FINANCIAL SERVICES

An update will be presented in a separate presentation using a slide deck.

ACADEMIC AFFAIRS

Open Educational Resources (OER) Proposal Funded. A grant proposal was submitted to the State to fund the creation of an Open Education Lab, development of several major OER projects, funding of several faculty mini-grants, and professional development with the aim of positioning CSU-Pueblo as an OER campus by 2028. The group received word in December that it is being recommended for funding in the amount of \$45,000. Final notification will be sent in February.

NSF Funding. A proposal for Building a Genome Network has been funded through the National Science Foundation with PI Lisa Sheifele from Loyola University Maryland and a sub-award to CSU-Pueblo to Co-PI Sandmeier in the amount of \$83,081.

Community Partnerships. We have established a formalized partnership with the Pueblo Police Department for college credit, by partnering with Sociology, Political Science and Social Work. Developing a new type of concurrent enrollment student for CSU-Pueblo, non-traditional, working professional working towards a degree.

Nursing Program Expansion. We received state approval for the BS in Health Sciences to support pre-nursing students. Our RN-BSN program graduated its first students in December 2018 with 5 students completing the program. Our RN-MS track has been approved and will start in Summer 2019.

INSTITUTE OF CANNABIS RESEARCH (ICR)

July 1, 2018 marked the start of the third year of the Institute of Cannabis Research (ICR) at Colorado State University-Pueblo. Thus far Year 3 has built on the successes of the previous years and brought some exciting changes for the ICR, a continuation of research and expansion of partnerships with external organizations.

Journal. The Journal of Cannabis Research (JCR; <https://j cannabisresearch.biomedcentral.com/>) was launched Fall 2018 in partnership with Springer Nature and under the leadership of Dr. David Gorelick, the journal's first Editor-in-Chief. Dr. Gorelick has recruited a distinguished group of international experts to serve on the JCR's Editorial Board. The JCR is nearing the number of scholarly submissions needed to publish its first issue.

Conference. CSU-Pueblo will again be the host site for the third ICR Conference this spring (March 23-25; <https://www.csupueblo.edu/institute-of-cannabis-research/2019-conference/index.html>). For the first time the ICR

Conference Committee solicited session proposals from external researchers to complement those from CSU-Pueblo researchers allowing the cannabis research community to help shape the conference program. Another first for the ICR Conference is the inclusion of Research Sponsors and Exhibitor opportunities, which geared towards better serving the research and industry community attendees as well as make the conference a more sustainable event.

Research. Ongoing research fills both current needs and has an eye on the future. For example a team of researchers continue the focus on K-12 student cannabis use, programs to prevent cannabis use, and interventions to address student violations of cannabis laws by implementation and study of Restorative Justice programs in Pueblo and Pueblo County. Another team of researchers is exploring influence of the cannabinoid dexamabinol for modulating learning and memory in mice models. This research is critical to informing potential implementation of cannabinoids as selective therapeutics for brain disorders involving impaired learning and memory including depression, post-traumatic stress disorder (PTSD), stroke, and dementia diseases. These are just two of the current Cstudies being led by faculty at CSU-Pueblo that help meet our research mission and also the educational mission of the University by involving students in the high impact practice of participating in original research.

Partnerships. Over the course of this year some important partnerships have matured, such as the pending launch of the CSU-Pueblo National Cannabis Patient Data Registry, developed by CSU-Pueblo faculty and collaborators along with Colorado's ValidCare. The Registry is designed to compile clinical data directly from patients using medicinal cannabis to help improve our understanding of the real-world use of medical cannabis and to make these data available to other researchers and collaborators to answer important research questions related to possible risks and benefits associated with these diverse products. Researchers at CSU-Pueblo are collaborating with colleagues at Colorado State University, the University of Colorado, and Arizona State University on a project to explore the genomics of hemp varieties to better understand genomic structures and genetic regulations underlying cannabinoids biosynthesis and agronomically important traits.

Community Outreach. Year 3 has also included the launch of the ICR Community Liaison Board designed to enhance information sharing between the ICR and community stakeholders, and the development of the ICR Scientific Research Advisory Board that is being created to enhance the ICR scientific research effectiveness, timeliness, and help guide ICR in high impact researcher directions.

ATHLETICS

The Department of Athletics ended the year with an overall GPA of 3.04, which is above the overall university GPA of 2.90 for undergraduate students. This GPA remains consistent with how the Department of Athletics trended last year when they reported 3.06. Other updates:

- Football won its 9th RMAC Title in 10 years (11-2 record)
- Men's Cross Country finished 4th in the RMAC Championships
- Two of the six Fall sports finished in the top 3 of RMAC standings
- CSU-Pueblo is 43rd in Learfield Directors' Cup standings (out of 310 Division II schools)
- Football advanced to the 2nd round of the NCAA Championships, finished 7th in the country, average home attendance was 6,405
- Men's Cross Country finished 17th in the country
- Student athlete Marcelo Lagueru was the 2018 NCAA Division II National Cross Country Champion – 1st ever in school history.

SOLAR PROJECT

Background. CSU-Pueblo proposes installing solar panels to provide the campus with all of its electricity ("net zero electric"). The Vice President for Finance and Administration (VPFA) and the Associate VP for Facilities have consulted a variety of experts to gather information necessary for the project: the Colorado Energy Office; the Office of the State Architect; our current solar provider; an energy provider recommended by the CSU System Office; our energy performance contract partner (Johnson Controls); a private sector energy consultant; and Black Hills Energy.

Proposed Solar Project. After conducting a detailed feasibility study, Johnson Controls will install solar panels on our property at their expense; if the project is deemed "shovel ready" by December 2019, they are eligible for a 30% federal tax credit. No capital outlay from CSU-Pueblo is required. CSU-Pueblo will enter into a power purchase agreement (PPA) to buy the power produced by the solar panels. Johnson Controls can recoup their costs over the life of the project through the rates that are charged to CSU-Pueblo. Contractual language will ensure that the project is done with guaranteed savings to the university (i.e., the cost of the solar energy will be less than projected costs from Black Hills).

The Colorado Energy Office will play a critical role in developing contract language and overseeing the project to protect the interest of the university (i.e., ensuring that costs are appropriate and that the assets are maintained throughout the life of the project).

Next Steps. An exhaustive engineering and financial analysis (feasibility study) will be necessary before proceeding. For the project to be financially viable, the energy must be sold to CSU-Pueblo at rates less than the rates projected to be charged by Black Hills Energy over the life of the project. Preliminarily, the project is believed to be viable. If the analysis determines that it is not financially viable, CSU-Pueblo will incur no expenses. If the feasibility study indicates that the project is feasible (i.e., it can be implemented with a cost savings to CSU-Pueblo), CSU-Pueblo must pay for the feasibility study (300k). Assuming CSU-Pueblo enters into a long-term agreement for the solar panels, the cost of the study can be capitalized over the life of the project. If CSU-Pueblo does not proceed, it must pay for the study. To avoid incurring unnecessary costs for the study, CSU-Pueblo is seeking conditional approval by the Board at the February Board meeting.

Board of Governor's Approval Required. At the February Board meeting, CSU-Pueblo will seek Board approval for the project. Upon a favorable feasibility study, CSU-Pueblo seeks (a) Board approval to enter into a 25-year year power purchase agreement; and (b) Board approval to enter into a 25-year lease for Johnson Controls to lease land from CSU-Pueblo for the solar panels.

CSU-PUEBLO IN THE NEWS

CSU-Pueblo's Leomiti earns national recognition. Colorado State University-Pueblo Defensive Coordinator Donnell Leomiti has been selected as the 2018 FootballScoop NCAA Division II Coordinator of the Year. Leomiti finished his 11th season as a member of the CSU-Pueblo Football coaching staff and his first full season as the Defensive Coordinator after sharing the duties in 2017. Leomiti was an original member of the ThunderWolves coaching staff when the program returned in 2008. A total of three defensive players totaled six All-American awards this season, while 10 defensive players were named All-Rocky Mountain Athletic Conference. Brandon Payer (Sr., ILB, Pine, Colo.) was named All-American by three different publications and earned RMAC Defensive Player of the Year honors. Michael Wristen (Sr., DE, Broomfield, Colo.) was named All-American by two publications. Leomiti continued to coach the defensive backs this season and all four starters were named All-RMAC, while senior corner Darius Williams (Gilbert, Ariz.) was named an All-American for the second straight year and junior safety Tanner Draper (Amarillo, Texas) was recognized as all-region. In the classroom, nine members of the Pack defense were named Academic All-RMAC, while Payer was named Academic RMAC Defensive Player of the Year. In 11 seasons coaching the defensive backs with the ThunderWolves, Leomiti has guided nine All-Americans, 14 All-Region selections and a total of 34 All-RMAC selections. Leomiti was recognized at an event at the AFCA Convention in early January 2019. The FootballScoop Coaches of the Year awards presented by AstroTurf are the only set of awards that recognize the most outstanding position coaches in college football.

CSU-Pueblo Computer Information Systems students place second in national 2018 Virtual Code-a-thon. Four Colorado State University-Pueblo Computer Information Systems students placed second in the national 2018 Virtual Code-A-thon, hosted by the Federal Reserve Bank of Kansas City (KCFED). The event, which kicked off Friday October 19 in Kansas City, included 17 teams from six states. The CSU-Pueblo team was selected as one of three finalists based on an application they submitted called "Sentiment." The application collects data from social media such as Instagram, Twitter, and Tumblr to measure people's sentiment on a particular product or service provided by a business. The ThunderWolves team, which included Alex Marck, Joseph VonFeldt, Michael Zamora, and Robin Rice, along with Dr. Juyun (Joey) Cho, associate professor of Computer Information Systems at Hasan School of Business, who had worked as a faculty liaison for the competition, was invited to present at the KCFED building on November 1. After a presentation in front of about 100 KCFED employees, CSU-Pueblo was awarded 2nd place.

CSU-Pueblo CIS CyberWolves Continue National Cyber Security Performance Rankings. For the third straight season, nationally ranked CSU-Pueblo CyberWolves continued their "howling success" in the Fall NCL (National Cyber Leagues) cyber security games by once again placing among the top 10 cyber security teams in the nation. The CyberWolves competed on two major NCL challenges: The NCL Regular (*Individual*) games and the NCL Post-Season (*Team*) game with great success. In the NCL **Team** Games, CSU-Pueblo entered three cyber security teams into the Fall, 2018 NCL competition. CSU-Pueblo "Red Team" finished #4 in the nation and #3 in the Gold Bracket. The CSU-Pueblo CyberWolves were only 10 points away (out of 3,000 pts.) from the #1 rank in the nation.

Mountainfilm on Tour Comes to CSU-Pueblo. Colorado State University-Pueblo's Department of Mass Communications and Center for New Media is pleased to bring back Mountainfilm on Tour, Thursday, Nov. 8 at 7 p.m. in the Occhiato Student Center Ballroom on the CSU-Pueblo campus. The Tour features culturally rich, adventure-packed and inspiring

documentary films curated from the Mountainfilm festival held every Memorial Day weekend in Telluride, Colorado. The show is emceed by a Mountainfilm presenter who guides the audience through the program, often sharing personal stories from their interactions with the filmmaker or the film's subjects. The presenter for the CSU-Pueblo show is Jessica Galbo, who has held multiple positions at Mountainfilm, including assistant tour director and director of education programs. Galbo is currently the choreographer for the Telluride Aids Benefit Fashion Show. An American Ballet Theatre-certified instructor, she served as the director of the Ames Conservatory and continues to instruct ballet at Palm Arts Dance.

Villa Bella Groundbreaking Ceremony. After months of preparation, Pueblo's Villa Bella Expeditionary elementary school officially broke ground January 21, 2019. The ceremony included brief statements by Scott Robertshaw, VBE Board President, Logan Gogarty, Founder and Director, Ed Smith, Superintendent for Pueblo School District 70, and Mohamed Abdelrahman, Provost for Colorado State University – Pueblo. Being the first Expeditionary K-5 charter school in Pueblo, CO, Villa Bella will introduce a teaching model emphasizing more doing and less lecture. This formula will increase hands on experiences for children and allow them to integrate multiple traditional subjects simultaneously. The student's curiosity is used to motivate and guide them as they explore challenging questions through personal research and exploration. Villa Bella will be located next to CSU-Pueblo and will cultivate a strong relationship with the university that is mutually beneficial. Villa Bella students will have the opportunity to use CSU-Pueblo resources while CSU-Pueblo students will get professional development and experience through internships and field experience with Villa Bella. This synergistic relationship will help install a college centric culture into the minds of every Villa Bella student.

The Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Action Item

MATTERS FOR ACTION:

Approval of Colorado State University-Pueblo's Leave Use and Reporting Policy

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve Colorado State University-Pueblo's policy titled "Leave Use and Reporting Policy".

EXPLANATION:

Presented by Karl Spiecker Vice President of Finance and Administration

CSU-Pueblo has the following procedure Leave Use and Reporting Procedure that has been in effect since January 26, 2005. Upon review of the Procedure, it was determined that this should be a University Policy as it applies to all employees and sets out the parameters around employee leave. Modifications were made to the Procedure/Policy to eliminate the need for paper calendars and also to update the provisions to be consistent with current regulations and laws.

Approved

Denied

Board Secretary

Date

Policies of CSU-Pueblo

University Policy



Policy Title: Leave use and Reporting Policy

Category: Human Resources

Owner: Human Resources

Policy ID#: 1-001

Contact:

Effective Date: 2/6/2019

Human Resources

Web: <http://www.csupueblo.edu/HR>

Email: hr@csupueblo.edu

Also Contact:

Office of General Counsel (OGC)

Web: <http://www.csupueblo.edu/GeneralCounsel/>

Email: Johnna.Doyle@colostate.edu

Phone: 719-549-2130

POLICY PURPOSE:

This policy provides rules and guidance to University employees in the use and reporting of various leave classifications.

APPLICATIONS OF THIS POLICY APPLIES:

This policy applies to all Faculty, Administrative Professional, and Classified employees of Colorado State University-Pueblo as indicated in the policy and as directed by the appropriate rules and regulations as determined by employee type.

POLICY STATEMENT:

Leave accrual amounts and limits for Faculty and Administrative Professional employees are set by the Board of Governors of the Colorado State University System. Leave accrual amounts and limits for Classified employees are set and approved by the State Personnel Board.

Leave use and reporting is the responsibility of every employee. Leave must be used responsibly and requires advance approval of the leave request, when foreseeable, by

the supervisor. Leave that is not foreseeable (i.e. illness, accident, etc.) still requires a request be submitted immediately upon the employee's return and approved by the supervisor. Additionally, employees should notify their supervisor as soon as they are aware of the need to be absent, when feasible. Leave records are a critical and integral part of the University's responsibility for maintaining accurate employee records and for assuring equitable and appropriate accrual and use of this employee benefit.

For additional details on leave scheduling and use, Faculty should refer to the Faculty Handbook.

Administrative Professional employees should refer to the Handbook for Professional Employees. Classified employees should refer to the State of Colorado Classified Employee Handbook, located on the State of Colorado Website or through the Colorado State University-Pueblo Office of Human Resources web page.

POLICY PROVISIONS:

Annual leave should be requested as far in advance as possible. Sick leave should also be requested in advance whenever possible. Leave requests must be submitted through the online leave system (Employee Portal) for the following leave types: annual, family sick, funeral/bereavement, jury duty, and sick. All other leave types must be requested by submitting a completed official Colorado State University-Pueblo Leave/Absence Request and Authorization form to the supervisor for approval and then forwarding to the Office of Human Resources. The form is attached to this procedure, available on the Office of Human Resources web page, or accessible from the Employee Portal. If leave was approved but not taken, the employee must either delete the electronic leave submission in the Employee Portal (if the leave was requested for the current month) or submit an amended Leave/Absence Request and Authorization form to their supervisor for approval and then forward to the Office of Human Resources. It is the responsibility of the employee and the supervisor to communicate with regard to the status of all leave requests. Supervisors must respond to leave requests in a timely manner. If leave is not approved by the supervisor, the employee may appeal the decision in writing to the second level supervisor for review within three business days. If the employee disagrees with the determination of the second level supervisor, they may appeal to the Appointing Authority in writing within three business days of the notice from the second level supervisor. All decisions made by the Appointing Authority will be issued in writing within five business days and will be final.

Submission of leave hours in the Employee Portal serves as the employee's electronic signature in place of signing a paper leave calendar. Employees must follow their departments' current procedures for requesting the use of leave prior to entering leave into the Employee Portal. The employee is responsible for the entry and accuracy of their electronic leave submissions in the Employee Portal.

Departments may implement department-specific supplemental leave procedures to define their leave request/approval process in support of this University Leave Use and Reporting Policy. Any supplemental procedure must be approved by the Appointing Authority. Copies of any communication of or signed receipt for the supplemental leave procedures will be forwarded to the Office of Human Resources and become a part of the personnel file.

Classified Timesheets

Classified timesheets are not required. Classified employee hours worked will be based on their percent of appointment, with 1.0 FTE equal to 40 hours per week. Expected hours worked for a less than full-time employee will be calculated by multiplying the percent of FTE by 40. Supervisors are required to ensure that employees work the hours expected and the Employee Portal will serve as the official leave record (i.e. if no leave is reported it will be assumed that the employee fulfilled their required work hours for the month and had no missed time). **Timesheets will only be required for those employees paid on an hourly basis.**

A separate overtime procedure will issued by Human Resources to address overtime use and tracking.

Sponsored Programs

Grant affiliated staff should refer to the "Sponsored Program Accounting Procedures" for requirements regarding monthly effort reporting.

Leave Types and Accrual

All leave is credited on the last working day of the month and available for use the first day of the following month. Leave for employees who start or end employment that results in less than a full month of work will have leave pro-rated to the number of days actually worked. The University, as well as its departments or divisions, may designate periods of time when annual leave may not be granted based on operational

needs or business necessity. These periods of time must be approved by the Appointing Authority and communicated in writing to the affected departments in advance. These periods must be applied to all impacted employees equally unless there is a communicated business reason for doing otherwise and may not be instituted in response to a specific request. However, employees must be provided reasonable opportunity to use accrued leave during the year of accrual. Supervisors and employees should review the Employee Leave Calendar in the Employee Portal, which contains information on the number of hours that will be lost if leave is not taken by June 30 of each year. Failure of the employee to request leave in a reasonable time period is not sufficient reason for supervisors to grant leave that creates an undue operational burden to the department (i.e. waiting to request all leave that will be lost in the month of June that results in the employee missing the entire month). Employees and supervisors are expected to manage leave appropriately.

1. Annual leave, also known as vacation leave

Administrative Professional employees hired prior to July 1, 2003, earn 16 hours per month, pro-rated for part-time employment based on percent of appointment, with a maximum accrual that may be carried forward to the next fiscal year of 384 hours, also pro-rated for part-time employment. Employees hired after July 1, 2003, earn 16 hours per month, pro-rated for part-time employment, with a maximum accrual that may be carried forward to the next fiscal year of 200 hours. Effective July 1, 2005, leave will continue to accrue throughout the fiscal year, even if it is in excess of the maximum that may be carried forward. Leave earned above the maximum accrual rate that may be carried forward to the next fiscal year and not taken by June 30 is forfeited. Payout of annual leave at the time of termination or resignation will not exceed the maximum accrual rate of 384 or 200 hours respectively.

Faculty do not earn annual leave.

Classified employees annual leave accrual is based on years of service with the state classified system as dictated by State Personnel Board Rules and Administrative Procedures. Leave earned above the maximum accrual rate that may be carried forward to the next fiscal year and not taken by June 30 is forfeited. Annual leave accrual rates are as follows:

<u>Years of Service</u>	<u>Hours Accrued per Month</u>	<u>Maximum Carry Forward</u>
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1 st through 5 th year	8 hours per month	192 hours
6 th through 10 th year	10 hours per month	240 hours
11 th through 15 th year	12 hours per month	288 hours
16 th year or longer	14 hours per month	336 hours

All leave earning rates and maximum accrual rates are pro-rated for part-time employees based on the percent of appointment.

2. Sick Leave

Medical certification is required for any absence of more than three consecutive business days for all employees in order for the University to ensure compliance with the Family and Medical Leave Act. This requirement is also dictated by the State Personnel Board Rules and Administrative Procedures for classified employees.

Administrative Professional employees earn 10 hours of sick leave per month with a maximum accrual of 720 hours. Payout of sick leave is not available.

Faculty earn 10 hours of sick leave per month with a maximum accrual of 720 hours. Payout of sick leave is not available.

Classified employees accrue sick leave at a rate of 6.66 hours per month. Those hired by any state agency prior to July 1, 1988, and who have had no break in service have a maximum accrual of 360 hours (45 days) plus their balance as of June 30, 1988. Those employees hired after July 1, 1988, have a maximum accrual of 360 hours (45 days). Leave earned in excess of the 360 hours is converted to annual leave at a rate of 5 hours of sick leave to one hour of annual leave on July 1 of each year. Classified employees who are retirement eligible receive a payout of one fourth (25%) of their sick leave balance upon retirement, not to exceed one fourth of their maximum sick leave accrual.

3. Holiday Leave

The State of Colorado grants 10 paid holidays per year. Colorado State University-Pueblo adheres to an alternate holiday schedule, which is available on the Office of Human Resources web page. Should an employee terminate their employment with

the University, there will not be a payout adjustment for holidays not taken during the fiscal year.

4. Military Leave

Military Leave is granted in accordance with State and Federal guidelines. Military leave requests must be accompanied by official military orders. Members of the National Guard, Military Reserves, or National Disaster Medical Service are granted 15 working days with pay per calendar year for annual training, active service, encampment, or declared emergency. Unpaid leave is granted after exhaustion of the 15 workdays. Appointing Authority approval is required on the Leave/Absence Request and Authorization form. Please contact the Office of Human Resources if you will be in this situation.

5. Jury Leave

Employees are granted leave with pay for periods during which they are required to serve on jury duty. Compensation received for this service is not required to be relinquished to the University. A copy of the Jury Service Certificate from the Jury Commissioner must be submitted to the Office of Human Resources for inclusion in the personnel file.

6. Civil Duty Leave

Employees who are officially subpoenaed or summoned to involuntarily appear in a judicial forum or compelled to appear before a judicial, legislative, or administrative body with civil power to compel attendance during regularly scheduled working hours, shall be entitled to receive leave with pay for a period of time necessary for such appearance if the appearance may not be reasonably accommodated by rescheduling the employee's work hours, as determined by the University. The employee must provide a copy of the subpoena to the Appointing Authority with the Leave/Absence Request and Authorization and both must be forwarded to the Office of Human Resources after being approved by the Appointing Authority. Civil Duty Leave shall not be granted for appearances as an expert witness for a party to litigation. Civil Duty Leave must be approved in advance by the Appointing Authority. Civil Duty Leave is not deducted from employee sick or annual leave balances.

7. Administrative Leave

Administrative leave may be granted for specific circumstances and must be approved in advance by an Appointing Authority. This type of leave is based on individual circumstances. The Appointing Authority will be responsible for determining which circumstances warrant the approval of Administrative Leave and whether it will be paid or unpaid.

8. Leave without Pay

Requests for leave without pay require Presidential approval unless otherwise prohibited. Employees must exhaust all applicable paid leave before being placed on unpaid leave. Employees requiring and/or using leave without proper approval will be subject to corrective and/or disciplinary action up to and including termination of employment.

9. Family and Medical Leave, under the Family and Medical Leave Act (FMLA)

FMLA is a federal requirement and the Office of Human Resources should be immediately notified of any situation that may qualify under FMLA. Eligible employees are those who have worked for CSU-Pueblo and/or the state for 12 months prior to the FMLA request and have at least 1,250 hours of service during 12-month period immediately preceding the leave. Up to 520 hours (prorated for part-time employees) per rolling 12-month period of unpaid leave will be granted for any of the following reasons: (1) the birth of a child and to care for the newborn child within one year of birth; (2) the placement with the eligible employee of a child for adoption or foster care and to care for the newly placed child within one year of placement; (3) to care for the eligible employee's spouse, child, or parent who has a serious health condition; (4) a serious health condition that makes the eligible employee unable to perform the essential functions of their job; (5) any qualifying exigency arising out of the fact that the eligible employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or (6) twenty-six workweeks (prorated for part-time employees) of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the servicemember's spouse, son, daughter, parent, or next of kin (military caregiver leave).

See the Family and Medical Leave Policy available in the online Policy Library for employee eligibility criteria and additional information regarding FMLA leave.

Request for FMLA leave requires designation by the Office of Human Resources and medical certification that the condition qualifies under the FMLA law. The need for FMLA leave should be requested as far in advance as possible, but not later than three days after leave has started. Supervisors of employees requesting FMLA leave shall refer the employees to the Office of Human Resources and notify Office of Human Resources of the possible need for the leave.

All employees must contact Human Resources for specific instructions on the use of Family and Medical Leave. All potential FMLA situations and sick leaves of three days or more must be reported to the Office of Human Resources.

10. Funeral/Bereavement Leave

Administrative Professional employees may request funeral leave not to exceed five (5) working days without the loss of pay to make arrangements for/or attend the services of family members or others. A supervisor or Appointing Authority shall determine the amount of time to be granted based upon the travel distance, the mode of transportation, and the employee's relationship to the deceased. This type of leave may not be used for the purpose of settling an estate. An Appointing Authority may approve the entire 40 hours for a close family member even if funeral activities do not require this full amount of time.

Administrative Professional employees may also request leave not to exceed one (1) working day without loss of pay to attend services for a member of the University Community or close friend.

Faculty may request bereavement leave not to exceed five (5) working days without the loss of pay to make arrangements for/or attend the services of immediate family members as defined in the Faculty Handbook. A Department Chair shall determine the amount of time to be granted based upon the travel distance, the mode of transportation, and the employee's relationship to the deceased. This type of leave may not be used for the purpose of settling an estate.

Faculty may also request leave not to exceed one (1) working day without loss of pay to attend services for a member of the University Community or close friend.

Classified employees may request up to 40 hours of bereavement leave without the loss of pay to attend services, travel, or grieve the death of a family member or other

person. This type of leave may not be used for the purpose of settling an estate. A supervisor or Appointing Authority shall determine the amount of time to be granted based upon the travel distance, the mode of transportation, and the employee's relationship to the deceased. Bereavement leave for classified employees is defined by the State Personnel Board Rules and Administrative Procedures.

11. Injury Leave

Employees who are injured or suffer an illness on the job are covered by Worker's Compensation Law. Please refer to the Worker's Compensation link on the Office of Human Resources web page or contact the Office of Human Resources for further information.

12. Parental Academic Leave

Classified employees, as parents of legal guardians, may request up to 18 hours (prorated for part-time employment) of unpaid leave in an academic year to participate in academic-related activities. Those activities are parent-teacher conferences or meetings related to special education services, response to interventions, dropout prevention, attendance, truancy, and disciplinary issues. Employee may substitute annual leave for unpaid parental academic leave.

13. Victim Protection Leave

The University provides employee victims of stalking, sexual assault, domestic abuse, or violence who have exhausted sick and annual leave with up to 24 hours (prorated for part-time employment) of unpaid leave per fiscal year. Employee must have one year of service to be eligible.

14. Other Leaves

Other leaves, such as sabbatical leave, may be granted in accordance with University Policies and Procedures. Employees should refer to the appropriate employee handbook and receive Appointing Authority approval for such a request.

15. Leave Transfer/Reinstatement

Administrative Professional employees may request the transfer of annual and sick leave earned while employed by another state agency. Leave transfers are not a right, will only be considered from other recognized state agencies, and must be approved by the

Appointing Authority. Annual leave transfer will under no circumstances exceed forty (40) hours. No leave will be transferred from a non-state entity without the specific approval of the President.

Reinstatement of leave for employees who had prior service at the University will be reviewed on an individual basis. Leave balances must be able to be verified from the previous employment in order to be considered. Under no circumstances will leave be transferred and reinstated for the same employee.

Faculty may request the transfer of sick leave earned while employed by another state agency. Leave transfers are not a right, will only be considered from other recognized state agencies, and must be approved by the Appointing Authority. Faculty do not earn annual leave and may not transfer annual leave from non-faculty positions at other state agencies or at CSU-Pueblo. No leave will be transferred from a non-state entity without the specific approval of the President.

Reinstatement of leave for employees who had prior service at the University will be reviewed on an individual basis. Leave balances must be able to be verified from the previous employment in order to be considered. Under no circumstances will leave be transferred and reinstated for the same employee.

Classified employee leave transfers and reinstatements are dictated by the State Personnel Board Rules and Administrative Procedures. If an employee transfers from another state agency with no break in service, leave balances are automatically transferred. If the employee had a break in service, they will have been paid for their accrued annual leave balance and thus, no annual leave will transfer. Sick leave may be reinstated for employees who had a break in service unless they retired and were paid for one fourth of their accrued sick leave balance, in which case there is no reinstatement of leave available.

Responsibility:

The Office of Human Resources administers this policy.

Related Laws, Policies and Procedures:

Board of Governors of the Colorado State University System approved policies

Faculty Handbook

Handbook for Administrative Professional Employees, revised October 6, 2017

State of Colorado Classified Employee Handbook

Family and Medical Leave Act (FMLA)

Forms and Tools:

Colorado State University-Pueblo Leave/Absence Request Authorization (Appendix A)

Approvals:



Karl Spiecker
Vice President of Finance and Administration



Date

Section 5

Colorado State University Reports

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



Syron-Sullivan Board of Governor’s Report

LETTER FROM THE PRESIDENT

With the start of this semester my team is finishing compiling their research with facts rather than assumptions and making presentations to propose to stakeholders. The general tendency for ASCSU 2nd semester is to lose steam and slow down. Kevin and I will not allow this to happen. When you’re in a race, and you can see the finish line, you don’t begin to crawl—you sprint. I intend to bring that same mentality into our second semester. I recently listened to Dr. Franks “State of the University Speech”, where he explained that he’s not satisfied because nothing is perfect, and there is always more to be done.

“That some achieve great success, is proof to all that others can achieve it as well.”
-Abraham Lincoln

SUMMER GOALS AND PROGRESS

DECriminalizing LAWS

The research regarding decriminalizing laws has been concluded, and we are moving into the presentation and selling phase of the project. We believe, at a fundamental level, everyone agrees students should not be left with a criminal record for one noise violation. Although most background checks do not include municipal charges, applications typically ask if for criminal history—putting students in an ethical dilemma. We have found since the implementation of restorative justice for noise tickets in Boulder, the recidivism rate (chances the crime is committed again) dropped to less than one percent. After many conversations with the Restorative Justice program at CSU they appear strongly in support of our plan. The city currently charges a citizen with a noise violation and a \$1,000 ticket for noise violations.

There is a program through CSU called Party Partners which can be taken to decrease the fine to \$700 if another violation does not occur for one year. With the city already recognizing Party Partners, I believe we can use this current course, with the addition of community service as a restorative justice program. This would allow students to receive deferred sentencing and ultimately have the charges dropped. My team is creating the presentation for this proposal and we expect to have a solidified plan in March. My hope is to coordinate with the city and CSU Restorative Justice to have the program fully developed by May.

CURRENT

PARTY PARTNERS + NO VIOLATION FOR A YEAR = REDUCED FINE

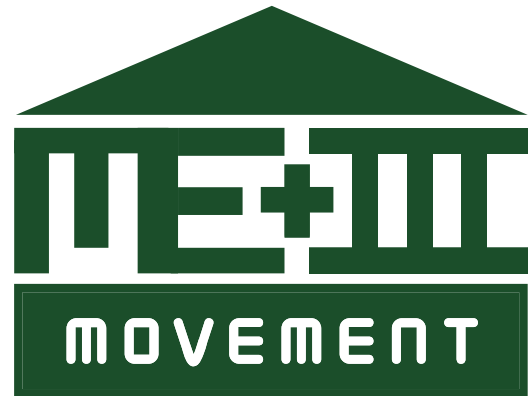
PROPOSED

PARTY PARTNERS + COMMUNITY SERVICE = NO CRIMINAL RECORD

HOUSING ORDINANCE

In early January, the results from the occupancy survey came back. The primary frustration seemed not to come from over occupancy, but from neighborhood quality concerns inflicted by a failure of having 'good neighbors'. The study indicated frustration around inappropriate parking, general noise (unrelated to parties) and un-shoveled driveways, but also suggested one major point - U+2 is affecting affordability. Additionally, it concluded that communities with poor neighborhood quality indicated they lived near someone perceived to be in violation of U+2, yet 2/3 of all occupancy investigations resulted with no found violations. Finally, the study found a majority of people living in violation are not students anymore, which makes this a community problem. Our plan moving forward is two-dimensional. We will cooperate with the City in developing a program to educate students in becoming better neighbors, parallel to a discussion of a 'ME+3' style ordinance revision. We will aggressively push for a change in the ordinance

and we believe a two-year trial would be the best way to demonstrate our points of an increase in access while maintaining little to no change in neighborhood quality.



ENVIRONMENTAL MODULE

The idea behind the environmental module is to have students take a three-minute module on sustainability initiatives when registering for classes. Of the seven types of plastics only three types are recycled in Fort Collins. The coffee cups used around campus indicate they are composted which is easily confused as being compostable. These cups must be placed in the trash—something students are unaware of. The push-back we have received comes from studies which suggest complication of the registration process hinders student success. Moving forward we intend to make a case that providing this education will increase student success and environmental awareness. With wide support from students and faculty my administration has a plan to gather student signatures while specifically developing the environmental module. I expect this to be fully ready for presentation mid-March.

CSU REGISTRATION CHECKLIST

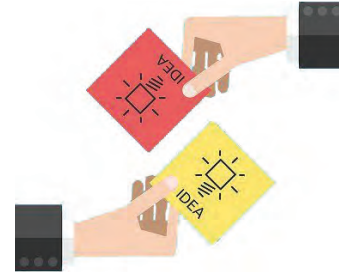
- AlcoholEdu
- Sexual Harassment Training
- AND
- Environmental Module

SEXUAL ASSAULT PREVENTION

The Women Gender and Advocacy Center (WGAC) has advertisements in the bathroom stalls for their Victims Assistant Team (VAT). The advertisement consists of a poster with tear-away fliers. According to their director, the number one reason people use their service is the flier—it is their most productive form of awareness. However, the tear-away fliers have often gone missing. I met with the director and assistant director of the WGAC and plan not only to use ASCSU funds to replace them, but also enhance the promotion of VAT moving forward. Our Director of Graphic Design is redesigning the fliers in coordination with WGAC to include different types of assault. We plan to have 4-7 versions, so the information varies depending on the bathroom.

THE NOTE BANK

ASCSU has long had a test bank. The note bank idea involves online access through the ASCSU website. We have some issues around intellectual property rights, which the General Council is currently working on. Schools that do something similar have their note banks locked behind their version of an e-ID. Our plan moving forward is to show there is a legal way of accomplishing this and to provide clear reasoning for how this would be advantageous to students.



GRADUATE REPRESENTATION

There is a national trend among student governments in relation to the graduate school, it is poor. ASCSU is no exception. Graduate students often feel they should have their own student fee or the option to opt out. In Boulder, the graduate students are trying to form their own student government. ASCSU has had a graduate affairs position for a long time. However, the position has been a point of contention. The Graduate Student Council (GSC) often feels frustrated their representative does not represent them well and they do not actually help graduate students. To mitigate this, the position was redesigned. In coordination with the GSC, we designed the ASCSU graduate affairs position to be the same as the GSC's President. The GSC elects their own representative and receive salary for their hard work which has previously been done for free. This change has been very effective as graduate students now have direct access to ASCSU and their funds. The ASCSU marketing team is creating advertisements for their council. The relationship between GSC and ASCSU is great this year and we hope to increase collaboration between the two sections of students moving forward.

SAME-DAY PARTY REGISTRATION

After a semester of research, I can finally say we understand the party registration process. Our Deputy Director of Traditions and Programs, Morgan, has met with CSU Off-Campus Life, dispatch, Fort Collins Police, IT services and more to come up with a plan to make the process more efficient and automated to ensure students can register their parties the day of. Morgan believes the lists generated by hand can be done and cross-checked online, simplifying the system. By improving this, we hope students who have a party last minute, can register their party and have a phone call rather than a police knock if things go awry. Ultimately, this saves police resources and decreases student stress. Party registration is an extraordinary system, but we believe there is room for improvement. Our presentation to the stakeholders is scheduled for early February, and we hope to receive support for the upgrade.

ACCEPTING THE 2018 WILLIAM PEARSON
TOLLEY CHAMPION FOR VETERANS IN HIGHER
EDUCATION AWARD

I had the distinct honor of accepting the Tolley Award on behalf of Dr. Tony Frank, with CSU's Student Veteran Organization President Josh Johnson, at the Student Veterans of America National Conference in Orlando in January. The criteria for receiving the prestigious Tolley Award is rigorous, and recipients must be approved by a unanimous vote of the 11 members of the National Board of Directors of SVA. In the 10 years since the recognition was created, although there have been several nominations, it has only been awarded one other time—in 2016 to Syracuse University Chancellor Kent Syverud. We were proud to see Dr. Frank recognized nationally for his tireless work to support and improve the quality of education and experience for the student veteran community at CSU.

The Student Veterans Organization represented CSU at the Conference with 18 members and the attendance from CSU was higher than any other college. Accepting this award, was one of the best experiences I have had this year. It was a privilege

to showcase the alliance CSU has between student government and student veterans. It was a rewarding experience, and I would like to thank Josh for his commitment to over 2,000 student veterans on campus. I look forward to working with Josh on new initiatives to create a platform on Canvas to bring campus resources to student veterans. Furthermore, we are exploring the creation of a student veteran affairs position in ASCSU to ensure appropriate representation of our student veterans.



CURRENT AND UPCOMING

Our administration has also created an Americans with Disabilities Act (ADA) committee through the student government to rank accessibility issues on campus and obtain funding for the biggest issues. Additionally, International Days, an event highlighting our international community, is planned for this February, the first of its kind for ASCSU. We have also begun to investigate Comcast as a student option and are doing research with the city's broadband initiative.

February 6-8, 2019 Pueblo, CO

Respectfully submitted by Prof. Margarita Maria Lenk, CSU Faculty Representative

Faculty Council's work in December 2018 and January-February 2019 was light due to the semester break and no more faculty council meetings. We continue to work on the following areas:

- Developed a new survey of all CSU Faculty and AP staff regarding the performance and general effectiveness of the role of the University Grievance Officer.
- In Process of changing our department codes to accommodate the new faculty ranks and contract types for non-tenure track faculty.
- Working with the UGO, the policy office, and the general council to make changes to the bullying policy.
- A task force has been formed to research and recommend what new curricular programs (certificates, minors, or interdisciplinary majors or graduate programs) would make sense for students desiring expertise for the fastly growing eSports industry.
- Educated the faculty council members on changes to the statistics service courses that now better prepare students for a data-driven decision-making world.
- Making 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 summary report regarding how the supervisor trainings are being perceived by the attendees from the training evaluations, and discuss what metrics would indicate an improvement in the experience and culture at CSU
- Have again 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.

The faculty are very appreciative of the Presidential Search Advisory Committee's hard work on the search for our new president. We echo our priorities regarding the importance of an overt culture of shared governance, of 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 land grant character values and communication skills in the next president.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
February 8, 2019

I. MAJOR HONORS AND AWARDS

A. More than 2,100 degrees conferred during Fall Commencement ceremonies

Colorado State University's college commencement ceremonies and the ROTC commissioning in December recognized 1,508 undergraduate students, 620 graduate students, and five Army ROTC commissionees. Fifteen undergraduates were candidates for distinction as summa cum laude, 33 magna cum laude, and 59 cum laude.

B. CSU programs included in latest *U.S. News and World Report* online rankings

Several Colorado State University online programs were among *U.S. News and World Report's* 2019 Best Online rankings, released Jan. 15:

- 2019 Best Online Bachelor's Programs: CSU ranks No. 20
- 2019 Best Online MBA Programs: CSU ranks No. 51 (No. 1 in Colorado)
- 2019 Best Online Business Programs, non-MBA (Graduate): CSU ranks No. 39 (No. 1 in Colorado)
- 2019 Best Online Information Technology Programs (Graduate): CSU ranks No. 25 (No. 1 in Colorado)
- 2019 Best Online Education Programs (Graduate): CSU ranks No. 115 (No. 3 in Colorado)
- 2019 Best Online Engineering Programs (Graduate): CSU ranks No. 41 (No. 1 in Colorado)

C. CSU honored for exemplary engagement in education, workforce development

The Association of Public and Land-grant Universities in November awarded Colorado State University the 2018 Innovation & Economic Prosperity Talent award. The national award recognizes exemplary initiatives in education and workforce development. APLU's designation of IEP Universities helps higher education institutions codify, elevate, and advance their enterprise-supporting economic and community development, while providing recognition to institutions committed to university economic development. Three CSU programs were highlighted as part of

the award: Campus Connections; Family Leadership Training Institute of Colorado; and the Center for Public Deliberation.

D. Reinvention Collaborative creates Lamborn-Hughes Institute

Alan Lamborn and Blanche Hughes, who worked together for more than a decade on university initiatives to improve the educational experience and student success at Colorado State University, have been honored through the creation of the Lamborn-Hughes Institute by the Reinvention Collaborative. The Lamborn-Hughes Institute will help participants define, analyze, and advance the student-centered research university as a vital response to a range of undergraduate issues, from recruitment to retention and access to success. The inaugural event, designed to share best practices among academic and co-curricular leaders at research universities across the nation, will be held on the CSU campus in June. Lamborn, recently retired associate provost for educational attainment, and Hughes, vice president for the Division of Student Affairs, have been instrumental in the success of CSU's decade-long Student Success Initiative.

E. CSU professor wins 'Nobel Prize for anthropologists'

Dr. Katherine Browne, a professor in the Department of Anthropology and Geography at Colorado State University, in November was named winner of the prestigious Franz Boas Award for Exemplary Service to Anthropology. She joins a list of previous winners who are counted among the giants of the field. Browne's research in disaster recovery following Hurricane Katrina has been widely praised. Her groundbreaking work while studying the struggles of a 150-member extended family displaced by the disaster has helped change the narrative about how attention to culture can help improve recovery success. FEMA recruited her earlier this year to help lead a workshop and produce a major report related to its new 2018-22 Strategic Plan to "Build a Culture of Preparedness."

F. Recyclable plastic innovation acclaimed among 'Research of the Year 2018'

An infinitely recyclable polymer with the mechanical strength and thermal stability of common plastics was included in "Research of the Year" by *Chemical and Engineering News*. The recyclable polymer, created by Eugene Chen and colleagues in Colorado State University's Department of Chemistry, was detailed in the journal *Science* in April. Chen, a professor of chemistry, leads a lab that's developing new materials and methods for waste-free, sustainable polymers. Chen's lab also developed a more cost-effective route to the monomer from renewable resources.

G. Smart home of the future software receives coveted R&D 100 prize

Colorado State University researchers played a significant role in developing a home energy management system called "foresee," which was named a top-100 innovation by *R&D Magazine* for 2018. Foresee software relies on user preferences to control, integrate, and coordinate the energy consumption of a home's appliances and electronics. The foresee project was led by scientists at the National Renewable Energy Laboratory, in collaboration with Sid Suryanarayanan, professor in the Department of Electrical and Computer Engineering, and Pat Aloise-Young,

professor in the Department of Psychology. The researchers partnered with Bosch Electronics to test the product. Suryanarayanan and Aloise-Young worked on a sophisticated decision-making algorithm blending subjective information such as people's preferences with objective information such as electricity price forecasts.

H. Frank receives award from student-veterans group

President Tony Frank in January received the William Pearson Tolley Champion for Veterans in Higher Education Award at the annual gathering of the Student Veterans of America in Orlando, Fla. The Tolley Award is presented to a campus leader "for their long-standing commitment to significantly improve higher education for student-veterans." CSU has been one of the top-ranked schools in the annual "Best for Vets" listings in *Military Times* for the past several years, coming in at No. 6 nationally in the latest rankings. CSU's veteran-friendly approach, which includes access to significant scholarship assistance, counseling, tutoring and other services, has made Fort Collins a destination for former and current members of the military. In addition to Frank's award, Maggie Walsh, director for veterans initiatives in the President's Office, was nominated for chapter advisor of the year. Frank accepted the award on behalf of all the people at CSU and in the CSU System who have made CSU an outstanding environment for veterans.

II. STUDENT SUCCESS

A. New animal welfare course launched for veterinary medicine students

Colorado State now requires students in the Doctor of Veterinary Medicine Program to take an animal welfare class as part of the curriculum. The course launched in 2017 and is taught by Lily Edwards-Callaway, assistant professor of livestock behavior and welfare in the College of Agricultural Sciences. As a graduate student at CSU, Edwards-Callaway trained under CSU Professor Temple Grandin, a world-renowned pioneer in improving the handling and welfare of farm animals. CSU's course is modeled after a curriculum created by a planning group working under the American Veterinary Medical Association. Currently, only nine of 30 accredited veterinary schools in the mainland United States have a course solely focused on animal welfare

B. CSU scores big with prospective students on Free App Day

CSU received more than 5,550 applications – the most of any Colorado school – during the first Free Application Day for Colorado high school students interested in attending one of the state's colleges or universities. Free App Day capped off College Application Month, an annual statewide campaign coordinated by the CDHE that encourages students to submit at least one postsecondary application and file the Free Application for Federal Student Aid. Statewide, 22,294 free applications were filed during that 24-hour period. The University of Colorado (4,791) was second to CSU, while the University of Northern Colorado (3,905) was third. About half of the applications statewide (10,700) were submitted by students of color, and a third were submitted by first-generation students (7,440) – groups that historically have had lower college enrollment rates in Colorado.

III. INNOVATION AND RESEARCH

A. Half of Coloradans live in areas at risk of wildfires, reports CSFS

The number of people living in areas at risk for wildland fire increased by nearly 50 percent from 2012 to 2017, based on new Colorado Wildfire Risk Assessment data from the Colorado State Forest Service. As of 2017, approximately 2.9 million people lived in Colorado's wildland-urban interface – the area where human improvements are built close to, or within, natural terrain and flammable vegetation – compared to 2 million people just five years earlier. The new figure represents about half of the state's total population. These data are included in updates to the Colorado Wildfire Risk Assessment Portal, or CO-WRAP, an online mapping tool that helps community leaders, professional planners, and interested citizens determine wildfire risk and where forest management actions can achieve the greatest impact to reduce that risk. The Colorado State Forest Service recently completed an update to the Colorado Wildfire Risk Assessment based on new housing, population, vegetative fuels, weather, and other data. This is the first major update to the dataset since 2013.

B. Potato crop improvements bolstered by \$8 million multistate research initiative

Research exploring best practices for strong, disease-resistant potato crops in Colorado and beyond will be supported by an \$8 million national grant. Plant pathologists Courtney Jahn and Jane Stewart Jahn, both faculty members in the Department of Bioagricultural Sciences and Pest Management, are sharing in the four-year grant awarded by the U.S. Department of Agriculture's National Institute of Food and Agriculture, under the Specialty Crop Research Initiative funding program. The project's aim is to marshal interstate expertise to fully understand all factors affecting soil health and soil-borne potato diseases, which account for half of all annual U.S. potato crop losses. In the United States, potatoes are grown on more than 1 million acres in 30 states, with a farm-to-gate value of \$4 billion. The top producing states, comprising four major growing regions, include: Washington, Oregon, North Dakota, Minnesota, Wisconsin, Michigan, Maine, and Colorado.

C. Researchers develop a strategy to predict hail, tornadoes three weeks in advance

In a paper published in the *Journal of Geophysical Research: Atmospheres* in November, Colorado State University atmospheric scientists demonstrated the ability to make skillful predictions of severe weather across the Plains and southeastern United States, including hail and tornadoes, within a two-to-five week period. Researchers used a reliable tropical weather pattern called the Madden-Julian Oscillation, which can influence weather in distant parts of the Earth, including the United States, by sending out powerful atmospheric waves. Cory Baggett, research scientist in atmospheric science, is the paper's lead author.

D. Chemists arm drug hunters with latest tool for new drug discovery

Two Colorado State University organic chemists have developed a simple chemical reaction that could help bolster biologically relevant chemistry. Assistant Professor Andrew McNally, a synthetic chemist, and Associate Professor Robert Paton, an expert in computational chemical

design, joined forces to create a new carbon-carbon bond reaction that is fundamental to how small-molecule drugs are made and discovered. The reaction uses phosphorus to stitch together molecular rings called pyridines. The lack of an accessible chemical reaction for coupling pyridine rings had been a deficiency in the field of drug discovery, a deficiency the pair remedied by using phosphorus in place of the transition metal palladium. Their work is detailed in the Nov. 16 edition of the journal *Science*.

IV. COMMUNITY IMPACT

A. CSU, Colorado Attorney General partner to increase civic engagement in state

The Colorado Attorney General's Office and Colorado State University Extension in January announced a two-year, \$200,000 agreement to support the work of the Family Leadership Training Institute (FLTI) of Colorado to increase civic engagement during 2019 and 2020. Funds will allow robust technical assistance to 18 cohorts currently active in Colorado, and recruitment and onboarding of additional sites. FLTI is a first-of-its-kind civics education program that has been serving the state of Colorado for 10 years. Managed by CSU Extension, FLTI delivers a nonpartisan curriculum that brings together diverse family and community members to explore their personal leadership goals and equip them with the vital knowledge and civic engagement skills required to create positive change for their families and communities.

B. CSU launches opioid abuse prevention project for rural Colorado

Colorado State University has received some \$1.4 million in federal grants for a project in which community professionals – including CSU Extension agents –work with youths age 10-14 and their families to prevent drug experimentation before it starts. Extension agents will receive specialized training on dealing with opioid abuse, an approach that uses existing community relationships and networks instead of bringing in outsiders who don't know the families or the culture of the area. The two-year project, directed by members of CSU's Prevention Research Center, has received more than \$320,000 from the U.S. Department of Agriculture and nearly \$1.1 million from the Substance Abuse and Mental Health Services Administration. The team – Doug Coatsworth, Nathaniel Riggs, Melissa George, Rebecca Toll, and Reagan Miller – will collaborate with the Colorado Consortium for Prescription Drug Abuse Prevention and Rise Above Colorado.

C. ACT Human Rights Film Festival joins international Human Rights Film Network

The ACT Human Rights Film Festival, produced by the Department of Communication Studies at Colorado State University, is the latest festival to be accepted into the Human Rights Film Network (HRFN), an international partnership of 41 independent human rights film festivals. The Network's general assembly announced ACT's membership at its annual meeting at the International Documentary Film Festival in Amsterdam on Nov. 19. ACT is only the second U.S.-based human rights film festival to join the network. The fourth annual ACT Human Rights Film Festival returns to Fort Collins April 5-13.

V. FISCAL STRENGTH

A. Major Gift Report

	December 2018		FY19 (July - December)		FY18 (July - December)	
	AMOUNT	COUNT	AMOUNT	COUNT	AMOUNT	COUNT
Contributions	\$20,385,141	7,376	\$54,216,550	20,938	\$54,940,120	22,251
Irrevocable Planned Gifts	-	-	\$1,050,100	3	\$207,736	5
Revocable Gifts and Conditional Pledges	\$3,688,202	12	\$38,201,003	65	\$12,431,419	46
Payments to Commitments Prior to Period	(\$2,556,915)	724	(\$6,922,596)	843	(\$9,802,840)	971
Total Philanthropic Support	\$21,516,427	7,026	\$86,545,056	20,719	\$57,776,435	21,918
Other Private Support	\$2,920,347	24	\$14,760,134	713	\$13,352,310	100
Net Private Support	\$24,436,775	7,048	\$101,305,190	21,248	\$71,128,745	22,002

- Pledge designated to support the *Kari's Fund Endowment*, College of Veterinary Medicine & Biomedical Sciences, and *The Stuart Chair in Oncology Endowment*, College of Veterinary Medicine & Biomedical Sciences.
- \$2,917,429 gift to support the *C. Wayne McIlwraith Translational Medicine Institute*, College of Veterinary Medicine & Biomedical Sciences.
- \$2,500,000 revocable commitment to support the *Frank and Julia Terrizzi Athletic Scholarship Endowment*, Athletics
- \$1,000,000 revocable commitment to support the *Tommy B. Thompson Economic Geology Legacy Endowment*, Warner College of Natural Resources
- \$1,000,000 revocable commitment to support *Gary and Michele Carr's Adventure Scholarship Endowment*, Enrollment & Access
- \$1,000,000 revocable commitment designated as \$700,000 to support the *Michael and Wendy Blondin Scholarship Endowment*, Warner College of Natural Resources, and \$300,000 to support the *Michael and Wendy Blondin Fellowship Endowment*, Warner College of Natural Resources
- Pledge to support the *Donald and Esther Harbison Experiential Learning Center*, Warner College of Natural Resources
- \$1,000,000 pledge to support the *Temple Grandin Equine Center*, College of Agricultural Sciences
- \$750,000 revocable commitment to support the *Cross Family Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

- \$704,800 gift to support the *CSURF Gifts of Land – Other*, other areas
- \$553,334 in gifts designated as 333,334 to support the *Moby Arena Locker Room Renovation*, Athletics, and \$220,000 to support the *Jorgensen Laboratories Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences
- Planned gift to support the *University Fund*, other areas
- \$500,000 gift to support the *Biomedical Sciences Human Virtual Reality Program*, College of Veterinary Medicine & Biomedical Sciences
- \$500,000 revocable commitment to support the *Rudy and Kay Garcia College of Business Scholarship Endowment*, College of Business and \$250,000 to support the *Rudy and Kay Garcia Athletics Scholarship Endowment*, Athletics
- Gift to support the *C.P. Gillette Museum of Arthropod Diversity*, College of Agricultural Sciences
- \$450,000 gift designated as \$320,000 to support the *Clinical Science Special Projects*, College of Veterinary Medicine & Biomedical Sciences, and \$130,000 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences
- \$436,214 gift-in-kind to support the *C. Wayne McIlwraith Translational Medicine Institute*, College of Veterinary Medicine & Biomedical Sciences
- \$375,000 pledge to support the *Gary and Leslie Howard Family Foundation Business Scholars*, College of Business
- \$363,201 revocable commitment to support the *Donald and Esther Harbison Experiential Learning Center*, Warner College of Natural Resources
- \$300,000 gift to support the *Center for New Energy Economy-Program*, Vice President Research
- \$300,000 revocable commitment designated as \$150,000 to support the *Rich and Lesli Cohan Scholarship Endowment*, Student Affairs, and \$150,000 to support the *Rich and Lesli Cohan Athletics Scholarship Endowment*, Athletics
- \$300,000 pledge to support the *Richardson Design Center Innovation*, College of Health and Human Sciences
- \$280,000 gift designated as \$100,000 to support the *Companion Care Endowment*, College of Veterinary Medicine & Biomedical Sciences; \$50,000 to support the *Ophthalmology Research*, College of Veterinary Medicine & Biomedical Sciences; \$50,000 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine & Biomedical Sciences; \$50,000 to support

the *Ella's Fund*, College of Veterinary Medicine & Biomedical Sciences; and \$30,000 to support the *Electrical and Computer Engineering Student Projects*, College of Engineering

- \$250,000 revocable commitment to support *A Vital Press: The CSU National Beacon of Truth Forum Endowment*, College of Liberal Arts
- \$250,000 revocable commitment designated as \$125,000 to support the *Felix Global Access Scholarship Endowment*, Other Areas, and \$125,000 to support the *Felix Global Access Program Endowment*, other areas
- \$243,000 in gifts designated as \$143,000 to support the *Blue Buffalo Foundation Client Support Fund*, and \$100,000 to support the *Blue Buffalo Foundation Joyce Novotny Memorial Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences
- \$200,000 gift to support the *Hummel Family Scholarship*, College of Veterinary Medicine & Biomedical Sciences
- \$200,000 gift to support the *CVMBBS-Research Sponsored*, College of Veterinary Medicine & Biomedical Sciences
- \$159,900 gift-in-kind to support *Mechanical Engineering*, College of Engineering
- \$158,000 gift to support the *Charles Maurer Herbarium Collection Endowment*, College of Natural Sciences
- \$150,873 gift designated as \$100,582 to support *One Cure*, College of Veterinary Medicine & Biomedical Sciences, and \$50,291 to support the *Jim and Nadine Henry Alumni Innovations Fund Endowment*, Alumni Relations
- \$150,000 gift designated as \$100,000 *Gift Designation Pending*, other areas, and \$50,000 to support *Women and Philanthropy at CSU*, other areas
- \$150,000 in pledges and gifts to support the *Women's Tennis Discretionary*, Athletics
- \$140,000 revocable commitment to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences
- \$125,000 revocable commitment to support the *Mechanical Engineering Alumni/Faculty Scholarship Endowment*, College of Engineering
- \$125,000 gift to support *Equine Orthopaedic Research*, College of Veterinary Medicine & Biomedical Sciences
- \$123,450 gift to support *Agricultural Sciences – Research*, College of Agricultural Sciences

- \$120,215 in gifts for *Gift Designation Pending*, other areas
- \$100,000 gift to support the *Liniger Honor, Service & Commitment Scholarship*, Student Affairs
- \$100,000 gift designated as \$56,842 to support the *Otterbox Ethics Scholarship*, College of Business, and \$43,158 to support *Otterbox Ethics Programming*, College of Business
- \$100,000 gift to support *One Cure*, College of Veterinary Medicine & Biomedical Sciences
- \$100,000 gift designated as \$50,000 to support the *Energy Institute*, Vice President for Research, and \$50,000 to support *Microgrid Innovation*, Vice President for Research
- \$100,000 gift to support the *Atmospheric Science Hurricane Research Program*, College of Engineering
- \$100,000 gift to support *Water Education and Research*, other areas
- \$100,000 pledge to support *The James E. Ellis Global Research Fund*, Warner College of Natural Resources
- \$100,000 gift designated as \$66,667 to support the *Energy Institute*, Vice President for Research, and \$33,333 to support the *Microgrid Innovation*, Vice President for Research

VI. NOTABLE HIRES AND PERSONNEL CHANGES

A. Mary Stromberger named new Dean of the Graduate School

Dr. Mary Stromberger has been appointed Vice Provost for Graduate Affairs and Dean of the Graduate School at Colorado State University. Stromberger, who has served as associate dean of the Graduate School since January 2017, assumed her new position Jan. 1. She came to CSU in August 2001 as a faculty member in the Department of Soil and Crop Science in the College of Agricultural Sciences and served as chair of the Faculty Council between 2014 and 2017. Stromberger is first-generation graduate and has a B.S. in Biology from West Chester University in Pennsylvania, an M.S. in Soil Science from University of Delaware, and a Ph.D. in Soil Science from Oregon State University. She is a Fellow in the Soil Science Society of America and recipient of a Fulbright Scholar Award, the Soil Science Society of America's Education Award, and the College of Agricultural Sciences' Charles N. Shepardson Faculty Teaching Award.

B. Dr. Pam Jackson named Interim Vice President for External Relations

Dr. Pam Jackson has been appointed interim Vice President for External Relations. She previously served as Assistant Vice President for the division. Her background includes a tenure as director of communications for the Bohemian Foundation and Bohemian Companies and as an assistant professor in CSU's Department of Journalism & Media Communication, where her research

focused on media democracy in a market economy and electronic media regulation and policy. Before that, she worked in TV news in Denver, San Francisco, St. Louis, and Champaign-Urbana, and as an assistant producer for Chicago public television. She holds fellowships from the Reynolds Center for Business Journalism, Indiana University Freedom Forum, and the Colorado Colloquium on Media Ethics and Economics. Jackson is also an alumna who earned her master's in Technical Communication and Ph.D. in Economics from CSU.

C. FY19 faculty salary equity study shows no statistically significant gaps

Colorado State University's annual salary equity study to assess potential salary differences by gender or minority status for tenured and tenure-track faculty shows no statistically significant differences at any rank. The FY19 findings, released by the Office of Institutional Research, Planning and Effectiveness, mark the third year of single-year and change-over-time analyses using regression models developed by the Salary Equity Committee. In FY15, FY16, and FY17, the salary gap for female Full Professors was statistically significant but has narrowed and this is no longer so. In FY15, female Full Professors earned 92.2 percent of what their male colleagues earned; by FY19, this increased to 97 percent.

D. First recipients of Colorado's Veterinary Education Loan Repayment Program

Drs. Catherine "Callie" Kuntz and Kayle Austin have been selected as the first recipients of the Veterinary Education Loan Repayment Program, which was established by Colorado law in 2017. Through this unique program, graduates of veterinary schools are eligible for up to \$70,000 of student loan repayment over four years while working in areas of the state experiencing a shortage of veterinarian services. Kuntz and Austin were selected from a handful of applicants by a council that oversees the Veterinary Education Loan Repayment Program. Council members are appointed by the governor and supported by Colorado State University administrative staff.

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
February 7&8, 2019
Student's Report

CSU-Global makes it easy for students to utilize payment options to reduce need for student loans.

Going back to college for a non-traditional student can be a challenge when juggling college expenses with an increasing household budget. Non-traditional students are at higher risk of dropping out of college due to pressing life circumstances such as increasing cost of living expenses. In a recent article in Forbes, DePietro lists the top 20 cities with significant increases in living costs, and Colorado Springs, Colorado was listed with the highest increase in living costs for 2018 when compared to 2017. In 2018 the cost of living increased by 35.61% in Colorado Springs, Colorado and not far behind was Denver, Colorado with a 23.98% increase (DePietro, 2018).

Many non-traditional students don't realize that there are many different financial and payment options to help with the costs of college. There are grants and scholarships available specifically for non-traditional students. CSU-Global offers many different institutional scholarships for students and access to scholarship resources for students to search for additional scholarships provided by various corporations and organizations. I am a recipient of the GO Colorado Scholarship which has helped me with providing scholarship funds at both the beginning and toward the end of my degree program. I have also been the recipient of the CSU-Global Alumni Continuing Education Scholarship, since I earned my bachelor's degree at CSU-Global and have chosen to continue my education at a graduate level at CSU-Global.

Today, more companies have realized that strategically investing in their employees is vital to their company's future success. Companies like Walmart, Lowe's and Chipolte are all enhancing their college tuition assistance programs for their frontline employees (Morad, 2018). If the degree you are pursuing is relevant to your current job, most companies do offer financial options for their employees' higher education. My organization offers up to \$4,000 per year in tuition reimbursement towards my graduate

education, with a course completion grade of at least a B. I was also able to use my employer tuition reimbursement for my undergraduate tuition, which was capped at \$3,500 per year with a completion grade of at least a C.

CSU-Global offers a deferred payment option until the end of the term for their students who are eligible for a qualified employer tuition reimbursement program. My employer requires proof of course grade before reimbursement is approved. I am able to defer payment for a course until after completion instead of the traditional payment model of payment before the course has started. This reduces the time between the payment of college tuition to CSU-Global and the reimbursement I receive back from my company, improving my monthly cash flow.

CSU-Global continues to understand the needs of their students and works hard to provide different financial and payment options to ensure education is possible for success and can fit into a non-traditional student's budget.

Dorothy Axelson

Student Representative

Colorado State University-Global Campus

References

DePietro, A. (2018). These 20 Cities' Cost of Living Rose The Fastest in 2018. *Forbes*. Retrieved from

<https://www.forbes.com/sites/andrewdepietro/2018/10/12/2018-cities-cost-of-living-rising-fastest/#58b98cdb3d40>

Morad, R. (2018). Companies That Help Employees Pay For College. *Forbes*. Retrieved from

<https://www.forbes.com/sites/reneemorad/2018/06/01/companies-that-help-employees-pay-for-college/#74bdcc407cbe>

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 Mentoring Process – Mentor, Faculty Member and PC

Faculty Mentors support the university mission by providing accurate and timely evaluations of faculty performance to ensure that faculty members support student success through the successfully meeting CSU-Global Faculty Expectations. Faculty Mentors work closely to guide, encourage, and communicate CSU-Global Faculty Expectations with faculty members in a supportive and collegial manner. They work closely with Program Chairs as well to ensure best practices and instructional excellence across programs.

The goals of the Faculty Mentor Program at CSU-Global are as follows:

- Collaborate as peer faculty to support CSU-Global's mission of student success.
- Demonstrate CSU-Global core values and principles of the Global Way in all interactions with faculty.
- Promote instructional and academic excellence to ensure that CSU-Global students experience high quality, consistent, and supportive interactions with faculty throughout their program.
- Support and engage CSU-Global faculty as a community of academic professionals, scholars, and learners.
- Encourage, identify, and share best practices in online teaching and learning with all CSU-Global faculty.

Mentor/Faculty

Faculty Mentors are responsible for the following interactions with faculty:

- Review and evaluate peer faculty member performance within assigned course(s) at least once per term between weeks 3 and 7 of assigned term for faculty consistently meeting or exceeding faculty expectations. Faculty not meeting expectations will be reviewed monthly.
- Complete and document evaluation of faculty performance using enhancement review form.
- Communicate results of evaluations to faculty and offer resources as needed to help faculty meet expectations.

- Provide guidance, clarification, and opportunities for phone calls or video conference meetings to support faculty compliance with processes and procedures.
- Monitor, guide, and document performance deficiencies of faculty members who are not meeting CSU-Global Faculty Expectations and when necessary, provide intensive mentoring/coaching.

Mentor/Program Chairs

To ensure instructional excellence across programs, Faculty Mentors:

- Meet with Program Chairs on a monthly basis to provide feedback on program faculty and report on best practices as well as identify any potential areas of concern.
- Faculty Mentors and Programs Chairs communicate on specific program instructional practices/tools and program training needs that are identified by mentors due to program design.
- Faculty Mentors and Programs Chairs work together with faculty who need additional support.

Programs Chairs /Faculty

- Programs Chairs schedule regular quarterly program faculty meetings to review information about the program.
- Programs Chairs, with the help of lead faculty, disseminate monthly newsletters to all program faculty detailing important information about the program.
- Programs Chairs maintain an open-door policy with program faculty and are always available to answer any questions or concerns regarding courses, students or any aspect of their work with CSU-Global.



CSU System Goals: Expand Statewide Presence

CSU-Global Transformation Plan Goal: Develop Innovative Stakeholder Engagement

- CSU-Global has received a number of university and program rankings to start 2019:



- U.S. News and World Report's 2019 rankings for CSU-Global include #8 in Best Online Bachelor's Programs, #21 in Best Online Graduate Criminal Justice Programs, and #73 in Best Online Graduate Business Programs (excluding MBA).
- U.S. News and World Report also ranked CSU-Global a top university for Veterans in 2019 including #6 in Best Online Bachelor's Programs for Veterans, #11 in Best Online Graduate Criminal Justice Programs for Veterans, and #33 in Best Online Graduate Business Programs for Veterans.
- The university was ranked #1 for Best Online Master's Programs in 2019 by the site, Best Masters Programs.
- CSU-Global is one of only 15 schools to be awarded with Gold Distinction by BestColleges. Gold colleges and universities are in the 98th percentile of all online colleges ranked by BestColleges.
- CSU-Global's Bachelor of Science in Information Technology ranked #3 for Best Online Bachelor's in Information Technology in 2019 by Cyberdegrees.org.
- CSU-Global's Master's in Criminal Justice and Law Enforcement Administration was ranked #3 for Best Online Master's in Law Enforcement Administration

Programs in 2019 by Online Masters and #19 for Best Master’s in Criminal Justice for 2019 by Best Value Schools.

- CSU-Global’s Bachelor of Science in Accounting was ranking #5 in 2019 for Best Online Accounting Degree Program by the website, Successful Student.
- CSU-Global’s Master of Science in Data Analytics was ranked #16 for Best Online Master’s in Data Science Program and awarded Best New Program by Online Masters for 2019.

An up-to-date list of all CSU-Global rankings can be found at [CSUGlobal.edu/rankings](https://www.csuglobal.edu/rankings).

- On Saturday, December 8th, CSU-Global held its first-ever fully virtual commencement ceremony. The ceremony featured a broadcast from CSU-Global in Greenwood Village, live look-ins with students watching around the U.S., and other interactive elements like chat and polls. It was a great success with views from nine different countries (including the U.S.) and one U.S. territory (Guam). Students, friends, and family members from around the world were represented including Germany, France, Israel, Japan, Mexico, Guatemala, the United Arab Emirates, and Canada.



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

- The university launched new resources to allow enrollment and advising staff to personalize student’s academic paths. Creating options for customization and stackable credentials allow the university to better meet individual student’s career and academic goals. More information is available at [CSUGlobal.edu/paths](https://www.csuglobal.edu/paths).



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

- The university has created or expanded on partnerships with Freedom Learning Group, Colorado Technology Association, Emily Griffith Technology College, and OnlineDegree.com to provide students new pathways and access to continued education and lifelong learning toward workplace success.
- CSU-Global President, Dr. Takeda-Tinker, was selected as an Honorary Board Member at the Denver Chinese School's Chinese New Year Celebration and also presented at the Colorado Consular Corp Luncheon on January 22nd, 2019 and at the Aurora Chamber of Commerce's Women in Business Award Luncheon on February 1st, 2019.
- CSU-Global Provost and Vice President, Dr. Karen Ferguson attended the Opportunity Pathways Summit in Indianapolis, Indiana. Discussions focused on the role CSU-Global and higher education can play in career pathways so that all people, especially those most at risk, can achieve lifelong economic mobility.
- CSU-Global attended the Aurora Economic Development Council's A-List event on January 17, 2019 as a table sponsor for discussions on the economic and workforce success and opportunity in Aurora.



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
February 7, 2019 – Pueblo**

Committee Chair: Bill Mosher

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

EXECUTIVE SESSION

OPEN SESSION

- | | | |
|-------------------------------------|----------------|----------------------|
| 1. Aylesworth Hall Demolition | (Lynn Johnson) | Action Item (10 min) |
| 2. NWC – McConnell Land Acquisition | (Amy Parsons) | Action Item (10 min) |

**Board of Governors of the
Colorado State University System
Meeting Date: February 6-8, 2019
Action Item**

MATTER FOR ACTION:

Approval Aylesworth Hall Deconstruction.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves
Deconstruction of Aylesworth Hall.

EXPLANATION:

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

Aylesworth Hall has long been identified for deconstruction in the university master plan, as part of a large student housing redevelopment project that is currently in planning. Occupants were relocated to other facilities as opportunities occurred, with the final occupants moving to the recently completed Nancy Richardson Design Center in January 2019. Now that the building is unoccupied, the university can begin decommissioning and abatement, with deconstruction scheduled to begin in Summer 2019 with BOG approval. The program plan for the student housing redevelopment of the site (called Meridian Village) will be presented for BOG approval in October 2019. Prompt deconstruction of Aylesworth Hall is desirable to eliminate further utility expenditures and to prevent the vacant building from becoming a nuisance.

The estimated budget range for deconstruction is \$3M-\$4M, depending on the final hazardous materials abatement plan. Abatement and deconstruction costs are being funded by Housing and Dining Services. These costs will be reimbursed when bonds are issued. This project does not require state approval and is estimated to take 7-9 months to complete after Board of Governors approval.

Approved

Denied

Board Secretary

Date

Aylesworth Hall Deconstruction

The Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Action Item

MATTER FOR ACTION:

Land: Acquisition of real property located at 4747 National Western Drive, Denver, CO.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition of the real property located at 4747 National Western Drive (a/k/a 4747 Packing House Road) in Denver, Colorado, consisting of approximately 25,515 square feet/.586 acres of land and the associated building, from the National Western Center Authority, a Colorado nonprofit corporation, on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion, using funds from the State of Colorado National Western Center Lease Purchase Financing Program Certificates of Participation authorized under House Bill 15-1344, and the Board of Governors also approves the use of CSU, System or Board Reserve funds, as determined by the Chancellor in consultation with the System CFO, to initially cover the purchase price and acquisition costs, if needed.

FURTHER MOVED, that the President of Colorado State University and Chancellor of the Colorado State University System is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Tony Frank, President of Colorado State University and Chancellor of the Colorado State University System, and Amy Parsons, Executive Vice Chancellor of the Colorado State University System

As part of the National Western Center project, CSU and the National Western Center Authority desire to enter into a purchase and sale agreement for the purchase of approximately 25,515/.586-acres of land that includes a building (as generally shown on Exhibit A) for inclusion in the design and construction of the NWC Water Building and CSU Center.

The property is located at 4747 National Western Center Drive in Denver, Colorado, and its inclusion in the design of the Water Center and CSU Center will provide multiple benefits to the National Western Center project.

In 2017, the Board of Governors previously approved the land acquisition from the City and County of Denver for all three National Western Center projects, as set forth in the Framework Agreement by and between CSU, the City and County of Denver, and the Western Stock Show Association. The Board of Governors has also approved the use of the State of Colorado National Western Center Lease Purchase Financing Program Certificates of Participation authorized under House Bill 15-1344 to fund the acquisition costs for the three National Western Center projects. Under the Framework Agreement, the City and County of Denver is responsible for acquiring, preparing, and transferring title in the land to be used for CSU's three projects. However, the property located at 4747 National Western Drive is owned by the National Western Center Authority, not the City and County of Denver. Accordingly, this purchase is outside of the Framework Agreement. However, this parcel of land will be incorporated as part of the design and construction of the Water Center and the CSU Center at the National Western Center.

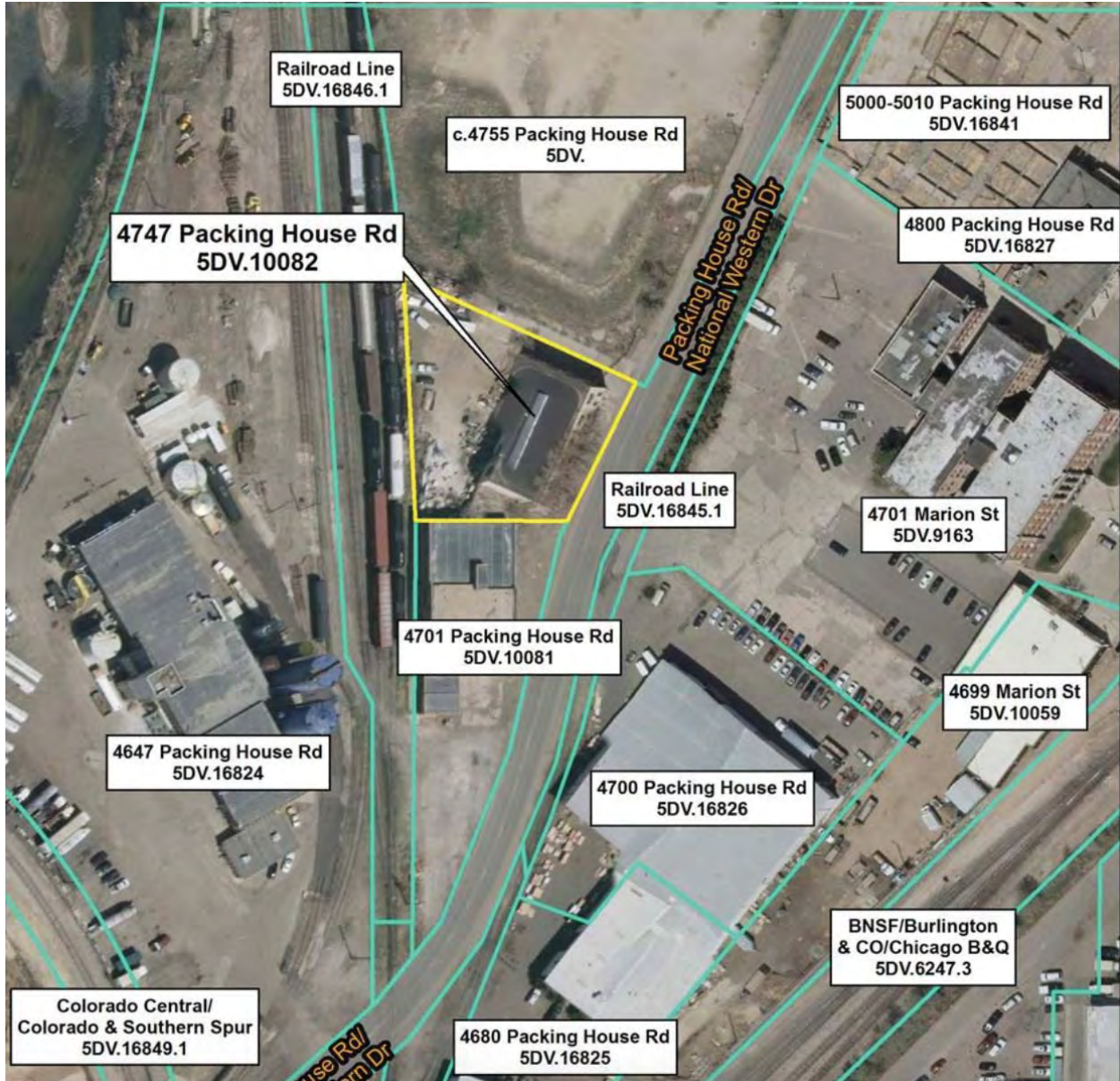
Approved

Denied

Kim Jordan, Board Secretary

Date

Exhibit A



National Western Center -- .586 acres land purchase in Denver, CO

Section 9

Evaluation Committee

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Section 10

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
February 6-8

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Graduate Certificates (Business Management, Water Resources)

Colorado State University-Global Campus

- Graduate Certificate (Instructional Architecture)

Colorado State University-Pueblo

- B.A. in Humanities and Social Sciences

II. Miscellaneous Items

Colorado State University

- Sabbatical Summaries for 2017-2018
- Faculty Manual – Section E.11

Colorado State University-Global Campus

- None

Colorado State University-Pueblo

- Sabbatical Summaries
- CSU-Pueblo program offerings at “Collaboration Campus” in Castle Rock
- Renaming Health Sciences

Board of Governors of the Colorado State University System
Meeting Date: February 8, 2019
Consent Item

MATTERS FOR ACTION:

CSU Graduate Certificates: Business Management and Water Resources

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates
offered by Colorado State University:

Business Management

Water Resources

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Board of Governors of the Colorado State University System

Meeting Date: February 8, 2019

Consent Item

Graduate Certificate:

College of Business

Business Management – 12 credits

The business foundations certificate provides students from any discipline a fundamental background in business. The certificate will develop basic principles and applications that cut across various functional areas in business, which can be used by students to transition to a new career, start or improve their own small business, or apply to business school to continue their education. The program is compatible with CSU's MBA degree requirements, enabling certificate recipients to transition into the MBA program.

Warner College of Natural Resources

Water Resources – 9 credits

This certificate program is designed to provide college graduates, current practitioners, and new professionals with targeted knowledge and skills to advance their understanding and career mobility related to water resources planning, management, and policy. This skillset can be applied to a wide array of natural resource managers, as water planning is essential to sound governmental policy and community management. All courses include case studies and exercises pertaining to an array of water issues in Colorado and the United States, as well as international examples.

MATTERS FOR CONSENT:

New Degree Program: BA in Humanities and Social Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new Bachelor of Arts in Humanities/Social Sciences. 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: **Humanities and Social Sciences**
- Degree type: **Bachelor of Arts**
- Recommended CIP code: **24.0199** (liberal arts and sciences, general studies, humanities)
- Department/School/College: **Dean's Office/College of Humanities and Social Sciences**
- Expected number of students enrolled in program: 10 in year 1 with expected growth to 25+ in year 3 and beyond

The Bachelor of Arts in Humanities and Social Sciences at CSU-Pueblo distinguishes itself from other similar programs in the state by being grounded within the College of Humanities and Social Sciences, with CHASS chairs serving as the degree review committee, and the CHASS Associate Dean serving as the program coordinator. The program allows students to combine courses from multiple academic disciplines into one self-designed major. A degree plan, including a listing of required courses, a senior project plan and a summary of the student's post-academic plans will be developed by the student with the student's advisor, and this plan must be approved by the degree review committee.

This program is ideal for students who have academic interests that cross three or more existing major and/or minor areas. The program is designed to allow students to develop a range of knowledge and skills that will be relevant for their future professional and post-graduate educational goals. Students who choose multiple (two or more) minors may be better served by an interdisciplinary degree program, which allows them to balance courses from a variety of majors into an individualized degree that is more targeted to specific professional work or graduate school programs.

In addition, the need for an interdisciplinary degree program also relates to the growing need by a variety of industries to enhance diversity and develop stronger awareness of the intersectional nature of our society. An individualized interdisciplinary/multidisciplinary degree program exposes students to multiple areas of intersectionality in their academic studies.

2. Mission Appropriateness

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

New version (approved October 2018): CSU-Pueblo's success will be measured by resilience, agility, and problem-solving abilities to our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

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 reflect 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 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.

New version (approved October 2018): To establish Colorado State University-Pueblo as the people's University of the Southwest United States by 2028.

The Bachelor of Arts degree in Humanities and Social Sciences meets the mission and vision of CSU-Pueblo by providing an option for students to pursue excellent academics via the integration of liberal arts and sciences into a degree program that meets the student's

academic goals, preparing students for a range of employment and post-graduate opportunities, and helping to establish CSU-Pueblo as a university that meets the needs of the region. This degree allows students to be agile and develop problem-solving skills to navigate work in our rapidly changing world.

3. Rationale for the BA in Humanities and Social Sciences

As new industries emerge, it is difficult to predict what jobs will exist in the future marketplace. Because of this, there is a need for graduates to be able to respond to demands that arise, to be agile, and to have skills to respond to these new, unpredictable needs in the marketplace. During Colorado State University-Pueblo's convocation 2018, featured speaker Jeff Selingo shared the skills identified that overlap in job descriptions. He said these job descriptions convey the need for candidates to have communication skills, organizational skills, customer service skills, and problem-solving skills. These skills can be developed and enhanced through an academic program that touches on multiple academic areas.

The new degree will be housed in the College of Humanities and Social Sciences, drawing upon the college's existing curricular strengths, including several majors and minors with interdisciplinary aspects. CHASS currently offers seven majors with cross-listed courses (Art, English, History, Mass Communications, Political Science, Psychology, Social Work, Sociology), as well as interdisciplinary minors/certificate programs in Anthropology, Cannabis Studies, Chicano Studies, Diversity Studies, Homeland Security Studies, Music and Audio Production, Non-Profit Administration, Philosophy and Women's Studies.

Approximately 225 CHASS students from 2013-2017 completed 90 credits but did not complete their majors. These students could have benefited from a degree such as this that would allow them flexibility to explore course offerings in departments other than their major areas that would complement their academic interests and fit into their schedules. This is a huge number of students that this new degree program could serve. In addition, students who choose multiple (two or more) minors may be better served by an interdisciplinary degree program, which allows them to balance courses from a variety of majors into an individualized degree that is more targeted to specific professional work or graduate school programs.

The need for an interdisciplinary degree program also relates to the growing need by a variety of industries to enhance diversity and develop stronger awareness of the intersectional nature of our society. The National Career Development Association addressed importance of intersectionality in a June 2017 statement, which states in part: "NCDA views diversity from an intersectional perspective, acknowledging the ways in which identities operate within systems of power, privilege, and oppression." An individualized interdisciplinary degree program exposes students to multiple areas of intersectionality in their academic studies. Many industries recognize that more can be done to attract a range of candidates with

varied educational interests into their professions; these professions acknowledge the need for interdisciplinary perspectives if they are going to evolve.

4. CSU System & State Positioning

Brief statement of duplication/similar programs in the state:

- Colorado State University has an interdisciplinary studies program but it does not lead to a degree; credits from interdisciplinary studies are used to meet the requirements for a degree
- Fort Lewis College offers a Liberal Studies Major that allows students to select 30 credits in a primary concentration and 24 credits in two secondary concentrations.
- Colorado College offers an Independently Designed Major, drawing from two different disciplines (based on the student's interests); Colorado College's History program offers three interdisciplinary majors: history/classics/politics, history/political science and history/philosophy
- University of Northern Colorado has a Bachelor of Arts in Interdisciplinary Studies (students work with two faculty advisers to construct a program of coursework)
- University of Colorado-Colorado Springs offers two Bachelor of Arts in Interdisciplinary Studies: one individually structured program that is campus-based and one intercampus online program, which is also offered at CU-Boulder and UCD
- Adams State University offers a Bachelor of Arts in Interdisciplinary Studies as a distance degree program

5. Special Undergraduate Admissions standards:

None required

6. Curriculum and Program Outcomes

Bachelor of Arts in Humanities and Social Sciences

Program Coordinator/Advisor: CHASS Associate Dean

The Bachelor of Arts in Humanities and Social Sciences allows students to combine courses from multiple academic disciplines into a major that addresses the students' personal educational and professional goals. Upon entry to the program, students will work with the program coordinator to develop a program proposal. The proposal will include a list of courses required to meet the requirements of the degree (core concentration courses, including HSS 499: Senior Capstone, and elective courses), a senior project plan and a summary of the student's post-academic plans. The proposal must be submitted to and approved by the degree review committee, comprised of all department chairs in the College of Humanities, Arts and Social Sciences.

This program is ideal for students who have academic interests that cross three or more existing major and/or minor areas. The program is designed to allow students to develop a range of knowledge and skills that will be relevant for their future professional and post-graduate educational goals.

Student Learning Outcomes

1. Students will develop critical thinking, communication, organizational and problem-solving skills that allow them to see intellectual connections among various disciplinary fields.
2. Students will develop linkages between their individualized intellectual inquiries and related areas in terms of contemporary challenges facing individuals, communities and societies.
3. Students will articulate their personal educational and professional goals focusing on existing and potential demand for the skills and knowledge they acquire in their degree program.
4. Students will acquire a clear understanding of future opportunities for the program that they propose.

Outcomes Assessment

At the end of their senior year, students will submit a portfolio to the program coordinator which will include the following:

CSU-Pueblo New Degree Program: BA in Humanities and Social Sciences

- The original proposal developed upon entry into the program used to assess outcomes 3 and 4.
- A final senior research project (under the supervision of a faculty advisor) used to assess outcomes 1 and 2.
- A senior paper analyzing the market for their area(s) of professional interest used to assess outcomes 3 and 4.
- A resume and letter of interest or letter of application to graduate school summarizing the relevant skills and knowledge attained through their degree program used to assess outcome 4.

General Requirements

- Students must earn a C or better in all courses applicable to the major.
- MATH 109 or higher fulfills the general education math requirement for this major.
- All courses must be approved by the advisor.
- Students may complete a minor; the minor must be approved by the advisor.
- Major core and elective requirements will be outlined in the student's degree plan, which is approved by the advisor and by the degree review committee, comprised of all CHASS department chairs.
- The degree plan will be used to determine completion of the degree requirements.
- Students interested in pursuing a Bachelor of Arts in Humanities and Social Sciences must be, at a minimum, junior status.
- Students must schedule an interview with the CHASS Associate Dean, who will determine the appropriateness of the Bachelor of Arts in Humanities and Social Sciences to an individual's post-graduation planning.
- All CSU-Pueblo institutional graduation requirements apply for this degree program (minimum of 120 credit hours; minimum cumulative GPA of 2.000; minimum of 60 credit hours from a four-year institution, with 30 of these 60 coming from CSU-Pueblo; completion of 40 credit hours of upper-division courses; of the last 30 semester credits earned immediately preceding graduation, at least 15 credits must be completed at CSU-Pueblo).
- Upon entry into this degree program, students must submit a proposal that includes the list of courses required to meet the requirements of the degree (developed in consultation with the CHASS Associate Dean), a senior project plan and a summary of the student's post-academic plans.

Specific Requirements for the Bachelor of Arts in Humanities and Social Sciences

Major Core Concentration Requirements18 credits (minimum)
Completion of at least 18 credits in a core concentration area, including completion of HSS 499: Senior Capstone, is required. This requirement may be fulfilled by completing

an existing minor program or by selecting coursework in existing academic degree programs that address the student's specific interest areas. All courses must be approved by the advisor. Student must complete a senior capstone course as part of their major core concentration requirements.

Major elective requirements 30 credits (minimum)

A student must complete at least 18 credits of upper-division credits in major elective requirements. All courses must be approved by the advisor.

Total major coursework required..... 48 credits (minimum)

General Education requirements.....35 credits

Open electives37 credits

Total credits for degree120 credits

7A. Potential Collaborations CSU-System

Will be able to capitalize on any existing collaborations that involve CHASS departments; students who graduate from this program may be interested in exploring graduate school opportunities within the CSU System, so discussions related to those kinds of collaborations will be pursued.

7B. Potential Collaborations Non-CSU-System

Will be able to capitalize on any existing non-CSU System collaborations that involve CHASS departments.

8. Faculty Resources

Utilize our current faculty

9. Library Resources

Utilize current library resources (and will seek any additional resource guidance from library related to multidisciplinary studies/programs and related to the specific needs of each student as they develop their specific programs of study)

10. Facilities, equipment and technology

Utilize existing facilities, equipment and technology

11. Potential Collaborations

CHASS departments will collaborate on this degree program. CHASS chairs will serve as the review committee for student proposals within this degree program.

12. Budget

Enrollment projections are below. No need for new budget resources are anticipated as existing courses are utilized.

	2019/20	2020/21	2021/22	2022/23
Projected student enrollment	10	15	20	25
Projected enrollment revenue	\$60,000	\$90,000	\$120,000	\$150,000

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

MATTERS FOR CONSENT:

Graduate Certificate in Digital Instructional Architecture

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

The Graduate Certificate in Digital Instructional Architecture is designed with a focus on instructional design and program development in the technology-driven online learning environment. Students who have a formal background in education, training, and/or adult learning will gain an advanced understanding of and experience in designing and building effective, state of the art, online and digital curriculum. Students will actively analyze, design, develop, and evaluate educational tools, programs, and systems to meet the learning needs of learners in businesses, academic institutions, and other organizations. Students will apply their new theoretical knowledge in instructional design, Universal Design for learning, learning technologies, project management, and evaluation to create and assess powerful and engaging learning experiences. Upon completion, students will be prepared to apply a variety of design models in the development of online courses, curriculum, and learning assets. This certificate includes a combination of didactic, practical, and hands-on learning. Through online courses and internship experiences, students will collaborate with instructors, colleagues, and professionals.

CIP Code: 13.051

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item



Request approval for a new Graduate Certificate in Digital Instructional Architecture

Program Title: Graduate Certificate in Digital Instructional Architecture

Degree Type: Graduate

STEM: No

Recommended CIP Code: 13.051

Program Chair/Program Manager: Dr. Melanie Shaw, Dr. Tony Contento

Program Description:

The Graduate Certificate in Digital Instructional Architecture is designed with a focus on instructional design and program development in the technology-driven online learning environment. Students who have a formal background in education, training, and/or adult learning will gain an advanced understanding of and experience in designing and building effective, state of the art, online and digital curriculum. Students will actively analyze, design, develop, and evaluate educational tools, programs, and systems to meet the learning needs of learners in businesses, academic institutions, and other organizations. Students will apply their new theoretical knowledge in instructional design, Universal Design for learning, learning technologies, project management, and evaluation to create and assess powerful and engaging online learning experiences. Upon completion, students will be prepared to apply a variety of design models in the development of courses, curriculum, and learning assets. This certificate includes a combination of didactic, practical, and hands-on learning. Through online courses and internship experiences, students will collaborate with instructors, colleagues, and instructional architecture professionals.

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

Program Outcomes:

1. Apply instructional design models in the creation of engaging online learning environments.
2. Apply learning theories to support engaging teaching and learning online.
3. Integrate digital content into course architecture.
4. Manage instructional architecture projects.
5. Assess the effectiveness of design and project management using course and learner data.
6. Create courses inclusive of all learners in an online environment.

Program Eligibility:

The certificate program is open to students with an undergraduate degree or graduate degree in education, adult learning, training or other related fields, who are interested in reskilling or upskilling in the field of instructional design and/or architecture for online and digital learning. The curriculum is designed for students who want to learn both the theoretical underpinnings of instructional design and the practical application of the skills required to design, create, and evaluate effective online courses successfully. Students are required to have an internship placement for entry into the program. Additionally, students are provided with the opportunity to earn certificates of completion several areas “along the way” to the final graduate certificate in Instructional Architecture.

Mission Appropriateness:

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global’s ability to provide a Graduate Certificate in Instructional Architecture is consistent with the mission and with CSU-Global’s core competencies including online course development, design, and assessment.

Rationale for offering certification:

The world of instruction and instructional design has changed dramatically since the infusion of 21st-century technology, and as a result, education and/or upskilling is in demand for individuals who can navigate and create engaging, and meaningful learning experiences for others through digital and online mediums. Curriculum and Instructional Designers represent one category of emerging positions requiring training and education in instructional design and/or architecture is a growing sector, with projected steady growth over the next two years, within the education and training field (Burning Glass, 2019).

The new class of digital instructional designers, or architects, require a wide range of skills: they need to understand and apply teaching methods, curricular knowledge, and critical thinking abilities to shape learning in the digital realm. Moreover, they must understand how and why to

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

drive learning activities and design in particular ways to ensure the success of tomorrow's learners. Burning Glass (2019) lists the most required competencies as instructional design, Universal Design, project management, digital content proficiency, learning management systems, content development, communication, teamwork, and planning.

The need for effective instructional design with new technologies is on the rise, and according to CNN, the outlook for jobs for instructional designers is growing (2016). There are currently 157,490 open positions in the United States in the Instructional and Curriculum Design category with nearly 10,000 new jobs posted within the last 12 months. Of the open job postings, 82.1% require a minimum of a bachelor's degree and 42.1% require at least a master's degree. The United States Bureau of Labor and Statistics (2019) states that employment for training and development specialists is projected to grow 11 percent from 2016 to 2026, faster than the average for all occupations. Employment of training and development managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. These are both potential careers for the graduates of the program.

Educational services is the largest hiring sector (64%) with organizations like Pearson and online K12 and post-secondary education providers as the largest employer within the field followed closely by businesses such as Amazon, Google, and American Express ((Burning Glass, 2018).

One unique attribute of the field is there is "no typical route into Instructional Design" (Pappas, 2015). Instructional Designers come from a variety of backgrounds including clear fields like education and training, but also transition from tech, graphic design, government, and communication fields. Thus, the certificate program provides a pathway for:

(1) 43% of recent college graduates (Strada Institute for Work, 2018) with academic preparation in the fields of Psychology, Biology, Education, Health, Business, Communications, and Engineering (Burning Glass, 2018) and

(2) 40% of underemployed spouses (641,639 total) of active duty military members, 53% of whom have completed post-secondary education (25% Bachelors; 10% graduate/advanced degrees) with an opportunity to gain meaningful employment with an average national starting salary of \$63,844.00, nearly twice as much needed for a living wage (US Chamber Foundation, 2017).

Additionally:

- Recruiter.com (2019) indicates that the overall job outlook for Instructional Designer or Technologist careers has been positive since 2004. Vacancies for this career have increased by 20.82 percent nationwide in that time, with an average growth of 3.47 percent per year.

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

- The Bureau of Labor Statistics (2019) estimates that the average salary for training and development managers ranges between \$57,760 and \$184,990 and growth for these roles along with instructional designers and curriculum managers is estimated to grow more than 7 percent through 2024.
- CNN (2016), estimates that the instructional design profession will grow 28.3 percent over the next ten years.
- Employers are challenged to source instructional designers because of an inadequate supply and increasing competition for talent. For example, three years ago, LinkedIn posted fewer than 5,000 instructional designer job openings. That number has now tripled (Riter, 2016).

In addition to traditional models of employment, more organizations are turning to the “gig economy” for instructional design and architecture support (Austin, 2018). The nature of instructional development lends itself to contract work and is ideal for skilled workers wanting to create a “gig” career. The more than 54 million Americans working as “gig workers” are found through nontraditional employment platforms and are not included in Burning Glass (2018) or BLS data (2019).

Industry Comparison

Current curriculum and instructional education and training providers appear to focus on the principals of Instructional Systems Design and fall into two main categories:(1) traditional theory based graduate programs and (2) just in time training. Often the academic preparation provided in graduate programs leads to continued study and research. These programs do not produce workforce-ready designers who can contribute to online course development without additional on the job training. Conversely, short, not for credit training is being offered by some of the large educational professional organizations like the Online Learning Consortium. However, these programs tend to be skills-based and do not provide the balance of theory and practice proposed in this program.

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

Examples of other programs offering an instructional design with limited application (and therefore different from CSU-Global's proposed offering):

Penn State World Campus (online): (1) Graduate Certificate in e-Learning Design, 12 credits for a total cost of \$10,632 and (2) Graduate Certificate in Education Technology Integration, 15 credits for a total of \$13,290.

Northwestern University (online): Post Graduate Certificate in Learning Design, 12 credits for a total cost of \$10,800.

Colorado University Denver (face to face): Graduate Certificate in Online Teaching; 9 credit for a total cost of \$1,119.00 plus student fees. This is a professional certificate.

Online Learning Consortium (online): Instructional Designer Certificate Course; four 4-week online courses for a total cost of \$2,000.

Instructional design theory has not changed radically since its inception during World War II. However, the application of theory is evolving as technology improves (Instructional Design Central, 2018). Students in this certificate program will gain knowledge in the theory and learn to build state of the art instructional architecture in a learning environment. Both knowledge and skill will be emphasized.

Faculty and Industry Leader Review

Industry contributing reviewers:

- Amy Taft, EdD, Manager Curriculum and Learning, Onward to Opportunity, Institute of Veterans and Military Families
- Peggy Schrader, MS Learning Science, Education Technology Solutions Design, Cengage Learning
- Nathan Ecelbarger, CEO of Freedom Learning Group

Faculty Contributors

- Dr. Melanie Shaw, Curriculum and Instruction, CSU-Global Faculty
- Dr. Renee Aitken, Director of Assessment and Accreditation, CSU-Global
- Dr. Lisa Hernbloom, Program Chair, Master of Science in Teaching and Learning, CSU-Global.
- Dr. Robert Jordan, Digital History Instructional Design and Curriculum Manager

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

Faculty Contributing Reviewers

- Dr. Felicia Olagbemi, Program Chair, Professional Masters in Accounting
- Dr. Betsy Lopez, Program Chair, Human Resources
- Dr. Barry Smith, Program Chair, General Education
- Dr. Thomas Brantle, Program Chair, Project Management

Graduate Admissions

Applicants are eligible for admission into a graduate program if they have earned a bachelor's degree from a regionally accredited institution. An undergraduate GPA of 3.00 or better (on a 4.0 scale) is preferred. For those applicants with an undergraduate GPA lower than 3.00, a graduate degree (or higher) GPA of 3.00 (on a 4.00 scale) can also be used for admission. Applicants with an undergraduate GPA below 3.00 may apply for Provisional Admission. Applicants with an undergraduate GPA lower than 3.00 and a graduate GPA lower than a 3.00 may also apply for Provisional Admission.

After admission and receipt of official transcripts, evaluations of transferable credit will be completed. Each applicant must disclose all previous college experience on his or her application or be subject to a delay of admission, loss of credit, rejection of the application, and/or cancellation of enrollment.

Faculty Resources – Current and Required

We currently have the faculty needed for this program.

Library Resources

We currently have resources needed for this program.

Facilities, Equipment, and Technology – Current and Required

No additional requirements needed,

Budget Summary:

CSU-Global has a significant internal capability in the areas of instructional design and instructional architecture. Additionally, CSU-Global academic leaders have collaboratively outlined the courses required for a Certificate in Instructional Architecture based on competitive program information, industry experience, external stakeholder input, and industry/marketplace requirements for qualified employees.

CSU-Global can develop the curriculum with existing faculty members. The cost of development for the four new courses required for the program is \$6500 per course for a total cost of \$26,000. As CSU-Global has identified a partner in need of this certificate, the below assumptions are based on expressed interest in the certificate and registration of 50

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

students in year one, 75 in year two, 100 in year three, 125 in year four and 150 in year 5. Additional enrollments are expected through CSU-Global’s typical enrollment processes. The current per credit cost is \$500 for graduate tuition with a total of \$6,000 per student. Students are required to complete 12 credits for this program.

Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$300,000	\$450,000	\$600,000	\$750,000	\$900,000	\$3,000,000
Total Costs	\$26,000	0	26,000	0	26,000	0
Net Income	\$274,000	\$450,000	\$574,000	\$750,000	\$874,000	\$2,922,000

Projected Launch: Fall, 2019

Courses (Overview):

The certificate program is designed for students who want to learn both the theoretical underpinnings of instructional architecture and the practical application of the skills required to design effective state of the art online courses successfully. Students are required to have an internship placement for entry into the program. Additionally, students are provided with the opportunity to earn certificates of completion "along the way" to the final graduate certificate in Instructional Architecture. Students who choose to pursue a master's degree may apply these certificate courses to their degree requirements.

Course Title/Code	Abbreviated Course Description	Credential (badge) earned
ISD500: Advanced Theory of Instructional Design and Architecture	In this course, students will analyze, select and apply the most appropriate instructional design theories and models to create effective, accessible, and engaging courses.	Certificate of Completion in Fundamentals of Design
ISD501: Design and Project Management for Instructional Architects	In this course and associated practicum, students will apply designs in a simulated environment, practice the application of design models, learn how to manage course	

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

	development projects effectively, and apply communication and collaboration skills within a design team.	
ISD502: Learning Technologies and Innovation	In this course, students will critically examine the role of technology in the creation and innovation of learning experiences and apply selection criteria to choose useful tools to meet learning outcomes. Students will learn about learning management systems, integrated learning tools, and the effective use of multimedia, artificial intelligence, augmented reality, and virtual reality.	Certificate of Completion Development and Evaluation
ISD503: Course Development and Project Evaluation	In this course with associated practicum, students will analyze learning tools and practice implementing tools and technologies, creating engaging and accessible assessments, and evaluating both the effectiveness of a course. The student will also gain experience in the proper management of design teams and collaborate with others.	

Course Descriptions and Outcomes:

ISD500: Advanced Theory of Instructional Design and Architecture

In this course, students will select and apply the most appropriate instructional design model to create compelling, accessible, and engaging courses in the ever-changing landscape of online learning. Students will analyze modern learning theories, case studies, instructional design models, and accessibility considerations with the goal of developing learning solutions that best meet the needs of a diverse and digital audience.

Outcomes:

- Analyze learning theories in context of real-world situations.
- Choose appropriate instructional design models within case study structures.
- Apply student-centered design principles.
- Assess the impact of current accessibility regulations on the design of learning.
- Apply Universal Design principles.
- Evaluate online learning trends and technologies.
- Evaluate course outcome mapping.

ISD501: Design and Project Management for Instructional Architects

In this course and associated practicum, students will apply design models, learn how to manage course development projects, and apply effective communication and collaboration skills. Students will work together to produce learning experiences using modern media and technologies, apply instructional design theories and frameworks, and actively participate in the planning and creation of online courses, content, or activities.

Outcomes:

1. Apply instructional design models in the creation of course content.
2. Integrate a learning tool into the learning management system.
3. Articulate the importance of formative, summative and authentic assessments in different learning environments.
4. Create effective assessments of learning outcomes.
5. Recommend appropriate outcomes, content, tools, and technologies.
6. Actively reflect on the application of learning and design theory in a practical setting.
7. Evaluate effective tools for communication and project management.

ISD502: Learning Technologies and Innovation

In this course, students will critically examine the role of technology in the creation and innovation of learning experiences and apply selection criteria to choose effective tools to meet learning outcomes. Students assess or evaluate learning management systems, integrated learning tools, and the effective use of digital content, artificial intelligence, augmented reality, and virtual reality. Additionally, students will examine the relationships between technology, pedagogy, content, and social constructs, thereby building an understanding of how technology can support active and constructive learning.

Outcomes:

1. Discuss the role of student-centered design in curricular innovation.
2. Discuss the role of student data in evaluating course efficacy and student learning.
3. Identify appropriate learning technologies based on learning outcomes.
4. Select learning tools aligned with educational goal, outcomes, and accessibility requirements.
5. Create a student-centered learning experience.
6. Identify appropriate integration methods.
7. Consult with other stakeholders in the design process.

ISD503: Course Development and Project Evaluation

In this course and associated practicum, students will practice implementing learning tools and technologies, creating engaging and accessible assessments, and evaluating both the effectiveness of a course and the management of the overall project. Students will be active members of a design team and relied upon to make sound design and implementation recommendations.

1. Lead the creation of courseware through effective consultation as part of an instructional design team.
2. Assess the effectiveness of instructional content and design based on student achievement of learning outcomes.
3. Participate in the management of a course-based project.
4. Select or design appropriate assessments of learning.
5. Apply project management skills within a simulated experience.
6. Evaluate leadership theories applicable to managing the creation of course content.

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

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Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

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Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

CSU: Sabbatical Leave Summaries 2017-2018

Presented by: Rick Miranda, Provost and Executive Vice President

Sabbatical Leave Policy

The sabbatical leave policy for Colorado State University faculty is addressed in Section F.3.4 in the Academic Faculty and Administrative Professional Manual. CSU offers academic faculty members the possibility of sabbatical leaves at any time after six years have elapsed since the faculty member's initial appointment or most recent sabbatical leave.

The faculty member seeking sabbatical leave shall follow the procedures established by his/her academic unit. College deans or the Dean of Libraries shall forward the names of faculty members recommended for sabbatical leave along with a detailed sabbatical plan to the Provost/Executive Vice President. The detailed plan shall specify how the sabbatical will result in 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. Faculty members cannot be absent for more than two academic semesters in cases of faculty on nine month appointments, and no more than one calendar year for faculty on 12 month appointments.

College of Agricultural Sciences

Dawn Thilmany – Agricultural and Resource Economics

The focus of Dr. Thilmany's sabbatical was in two funded areas of research:

- collaborating with the USDA – Economic Research Service to investigate the relevance and utility of a novel dataset when examining food systems and rural development research programs and;
- advancing key Colorado based research in the Colorado Blueprint for Food and Agriculture and the Colorado Department of Agriculture's survey of Public Perceptions of Agriculture.

Both research initiatives add to Dr. Thilmany's national reputation as a leader in economic research of food systems, and similarly elevates CSU's impact in these critical areas. Dawn and her team continue to advance engagement with key stakeholders through presentations, published works and extramural grant applications.

College of Business

Daniel Krause – Management

Dr. Krause travelled to Canada, The Netherlands, Switzerland, Germany, Italy, France, Spain, Greece, Peru, Ecuador, and South Africa. He attended a conference in Nice, France where he co-presented a paper and served as a session chair. In Spain, he worked on research with two

collaborators. One research paper was finalized and another paper initiated. He also gave a research presentation on his ongoing research on the Cannabis Supply Chain. In Peru, he and a collaborator toured some local companies, including a coffee cooperative that aggregates coffee beans from several farms and roasts and packages their product. He was able to assist his collaborator in writing a journal article in English. In Ecuador, he met with a professor there and was able to see first-hand how micro-businesses work at the “bottom of the pyramid”. Finally, he travelled to Greece for the IPSERA conference. He gave the keynote presentation to the Doctoral Consortium participants, served as a session chair, formally analyzed an in-process doctoral dissertation, participated in a Meet-the-Editors session where he represented the *Journal of Business Logistics*, and co-presented a paper.

College of Engineering

Tom Chen – Electrical and Computer Engineering

Dr. Chen’s one-semester sabbatical leave activities consisted of exploring the commercial potential of some of the projects done in his research lab. The exploration activities involve market discovery, customer feedback, legal and structural setup of a CSU spin-off company, product design and prototype manufacturing. Dr. Chen also maintained certain involvement with two major NSF-sponsored programs (the GAUSSI project and the RED project).

Overall, the sabbatical leave provided Dr. Chen with the time needed to pursue a venture that he would not have had time to do under normal circumstances during the semester. Personally, he learned a lot from interacting with CSU Ventures, outside venture companies, potential customers, and researchers about the process of setting up a CSU spin-off company and about setting the direction for getting the initial prototypes into customer’s hands quickly. CSU gained visibility through potential users learning about the product he is marketing. Through his interactions with CSU Ventures and other outside venture companies, CSU has gained a strong pending patent that has already attracted one request for licensing.

Susan James – Mechanical Engineering

Dr. James spent time at Ohio State University (OSU) and Loughborough University (LU) in Loughborough, England. She worked on three main goals while on sabbatical:

- 1) To further the technology transfer of the polymers made in her research lab for use in heart valves and vascular grafts.
- 2) To maintain and enhance research relationships with both OSU and LU for her group as well as other faculty at CSU.
- 3) To enhance recruiting of undergraduate students into the science, technology, engineering, and math (STEM) fields at CSU, particularly young women.

At OSU Dr. James was able to observe the heart valve surgeries she is designing implants for in both humans and sheep. Her valves were implanted in sheep. She worked on improving the manufacture of the valves as well. At LU, Dr. James worked on the plastic processing required to make the heart valve leaflets into a commercially scalable process. Finally, she is working on publishing a middle grade novel. *The Destiny Game* (73,000 words) is an adventure on the cusp of Middle Grade/Young Adult fiction full of strong, confident female characters, friendships, adventure, science, technology, art, math and a bit of romance, aimed at 12-14 year olds. She queried multiple literary agents in January 2018 with the manuscript. While she had several requests for more information, she did not find a publisher. She then worked with a professional editor and completely rewrote the novel. She queried multiple agents with the new book and expects to hear back in the coming months. Dr. James was the keynote speaker at the regional Society of Women Engineers conference while on sabbatical which also helped her gain feedback for the book.

Kenneth Reardon – Chemical and Biological Engineering

The first of the two major activities during Dr. Reardon's sabbatical leave was the development of a novel chemical assay system for endocrine-disrupting chemicals (EDCs), which mimic natural hormones and are linked to a wide range of diseases and developmental disorders. While there is a great need to develop an assay to detect the presence of EDCs in water and food products, it has been very difficult because there are more than a thousand such chemicals representing a wide range of molecular structures. To address this challenge, Dr. Reardon initiated development of an assay system based on the biological functions that are affected by EDCs. He spent three months in the group of Professor Thomas Scheper at the Institut für Technische Chemie at the Gottfried-Wilhelm-Leibnitz Universität Hannover (Germany). During this time, he became familiar with the relevant literature, gave two presentations on this planned research, and worked with two research groups on preliminary experiments to evaluate potential approaches to development of an improved EDC assay system, as well as elucidating some interesting fundamental research questions. One of those early-stage efforts has resulted in his assignment as the co-advisor for a MS student in Hannover. A new PhD student has joined his group to work on this topic as well. Dr. Reardon will submit a proposal in early 2019 to NIH to fund this research.

The second major activity relates to producing fuels and chemicals from biomass, an emphasis in his research group for more than a decade. In July 2017, Dr. Reardon received a joint research appointment at the National Renewable Energy Laboratory (Golden, CO). He used the flexibility of his sabbatical year schedule to travel to NREL weekly to establish connections with research groups there, including discussions of current projects and development of proposals and plans for future projects. This joint appointment is ongoing, as are the projects and project plans that were initiated during his sabbatical leave. The time spent at NREL has resulted in seven new projects to date, including two subcontracts from NREL to CSU that have supported a research scientist, a PhD student who is now a postdoctoral researcher (with NREL support), a new PhD student, and an undergraduate researcher. The undergraduate student was awarded a com-

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

petitive travel grant to the SACNAS Conference. Dr. Reardon led a CSU-NREL team that was recently awarded a major bioenergy grant from DOE, and another CSU-NREL team that was awarded a seed grant from the Colorado Renewable Energy Collaboratory. Two manuscripts have been submitted and a third is in preparation.

College of Health and Human Sciences

Zeynep Biringen – Human Development and Family Studies

In order to bring fresh perspective into her research, Dr. Biringen participated in multiple new research projects, some with new collaborators. One of the goals of her sabbatical was writing and grant productivity. These efforts were given a significant boost by the sabbatical opportunity. She planned to finish writing the text for a single-voice book, which she accomplished. She participated in numerous conference presentations. She continued to work with a graduate student in her department to publish a paper on the use of emotional availability (EA) in adolescence. She is embarking on extending the system to late adolescents and young adults in interaction with their parents.

Dr. Biringen had the opportunity to interact extensively with international researcher-clinicians about how they coach children and families who are at high risk for relationship failure. This collaboration was useful in terms of formulating and revising her own clinical methods of coaching used in her intervention work, which she imparts to her students for their own intervention activities in research and practice. In such collaborations, she has been able to revise and revive a previously written parent workbook so it can be made available on a larger scale to pregnant women, their partners/spouses, and their families.

Dale DeVoe – Health and Exercise Science

The primary purpose of Dr. DeVoe's sabbatical leave was to rejuvenate his research expertise and increase his overall level of knowledge in preparation for his return in appointment as Professor in the Department of Health and Exercise Science following his administrative appointment as Associate Dean in the College of Health and Human Sciences.

In 2013, Dr. DeVoe completed a research project, which found the increased physical activity associated with backpacking and weight loss (fat mass) resulted in substantial changes in blood lipids and lipoproteins, and that a further reduction in blood lipids and lipoproteins does not continue after fat mass stabilizes. This project was a follow-up from his initial investigations (2006) that found the physical activity and diet associated with an extended backpacking adventure can considerably reduce and clinically normalize blood lipids and lipoproteins without medication and very positively impact body composition and weight. During this sabbatical leave, Dr. DeVoe completed an end-to-end (thru-hike) of the Appalachian National Scenic Trail starting at the northern terminus of Mount Katahdin in Maine on July 9 and finishing at the southern terminus of Springer Mountain in Georgia on December 6 (2,190 miles). Data collected during this

sabbatical leave assessed the effect a long distance hike has on changes in resting metabolic rate and body composition. Weight loss is often accompanied by a slowing of resting metabolic rate that is often greater than would be expected based on the measured changes in body composition. This phenomenon is called “metabolic adaptation” or “adaptive thermogenesis” and it acts to counter weight loss and is thought to contribute to weight regain. A manuscript on the completed research is in preparation and will be submitted for publication in a professional journal.

In order to enhance engagement and learning of students in the Department of Health and Exercise Science during the Fall 2017 semester of sabbatical leave, Dr. DeVoe carried a GoPro camera recording video and audio. The media was then uploaded for instructors to connect students by using the information and video in classes, basically providing students a real-time, real-world experience of what can happen when you adopt a sustained highly physically active lifestyle. Starting with the Spring 2018 semester, Dr. DeVoe will be the instructor of three sections of HES145 (Health and Wellness); he has incorporated the information he acquired to illustrate links between the natural environment and selected health outcomes to students enrolled in HES145. The emphasis of the course is on taking control of one’s own personal health and lifestyle habits so each person can make a constant and deliberate effort to stay healthy and achieve the highest potential for well-being. The course allows students the opportunity to explore wellness at personal, cultural, and societal levels, and to gain new or enhanced insights into health and wellness. It is desirable that students’ educational experiences at CSU include interaction with professors as inspirational models on health promotion.

Raoul Reiser – Health and Exercise Science

Dr. Reiser’s sabbatical leave was very timely from both a teaching and research perspective. He teaches and is responsible for the biomechanics curriculum within the Health and Exercise Sciences Department. This content is contained in both HES207 (Anatomical Kinesiology) and HES307 (Biomechanical Principles of Human Movement). Both of these courses underwent major changes by having separate laboratories added to them during the year prior to his sabbatical. During his sabbatical, he was able to take a step back and reflect on the changes made and how they were affecting the undergraduate experience. Through this reflection, Dr. Reiser was able to identify a few rough spots. Now that he is back in the classroom teaching again, he is able to implement these changes, improving the content and quality of the courses. The sabbatical also helped with both undergraduate and graduate level teaching and mentoring by allowing him time to focus on research.

Dr. Reiser’s research for the last 10+ years has focused mainly on fall prevention in the elderly and lower extremity bilateral asymmetries (how we use one limb slightly differently from the other and how that might influence both performance and injury risk). Over the last couple of years, the asymmetry research has been limited to assessment of forces interacting between the foot and ground and the activity of the muscles within each limb. With the sabbatical, Dr. Reiser was able to add motion tracking to the assessments so that they can now assess whether joint motion is symmetrical from one side of the body to the other. To add motion tracking, he spent

time in Fort Collins and Denver. In Fort Collins, he worked to set up a new research space while time in Denver was spent with colleagues at the University of Denver who use a similar system. In parallel with learning new motion capture techniques, he transitioned to performing research on the effects of flooring on athletic performance and injury risk. While artificial turf has advanced significantly in the last three decades, it still falls short of natural grass. Athletes prefer to play on grass, and some lower extremity injuries as well as concussions are higher on artificial turf. In the new lab, he will be able to interchange the surfaces in the data collection area. They are also developing new portable testing equipment with hopes of replacing antiquated methods that do not yield results that correlate to athlete performance or injury risk. Work in all these areas is underway. In order to more effectively transition to this research, Dr. Reiser spent time during his sabbatical visiting with members of industry. Multiple promising relationships have developed to fund this line of research. In fact, a corporate donation was made to his research laboratory. With a renewed emphasis on athletics, he has also been working with Associate AD Terry DeZeeuw to integrate his research with their needs. In total, the sabbatical resulted in a) his professional growth, b) enhancing Colorado State's reputation and the student's educational experience at CSU, and c) increasing his overall level of knowledge in his area of expertise.

Ruoh-Nan (Terry) Yan – Design and Merchandising

During her sabbatical leave, Dr. Yan's primary scholarly activities included the following:

- executing and operating a funded project focusing on clothing sustainability education in the Fort Collins community,
- developing one internal and two external grant proposals as PI,
- submitting five refereed journal manuscripts,
- continuing academic advising responsibilities,
- auditing a semester-long statistics course on campus to learn more advanced statistical analysis skills, and
- attending the annual Global Retailing Conference to learn recent industry trends and to network with retailing industry professionals.

The sabbatical leave allowed her to complete a funded project and collect more data for future publications, to develop new research initiatives with faculty on the CSU campus and at other academic institutions, and to further her professional growth through attending an advanced statistics course and a regional retailing conference. This sabbatical will benefit CSU in various ways. First, following the sustainability mission of CSU, the operation of the funded project promoted sustainability education in the context of clothing in the Fort Collins community. Second, the insights gained from attending the industry conference will be incorporated into her retailing and merchandising course lectures.

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

College of Liberal Arts

Tiffany Blake – School of Music, Theatre, and Dance

Dr. Blake did guest artist residencies at several universities. She spent a week at Kansas State University, the University of Kansas, Oklahoma State University, and Portland State University. Additionally, she did master classes at the University of Oregon and the University of Northern Colorado. During the residencies, she taught private voice lessons, public master classes, an extended acting workshop and at OSU and PSU gave recitals. Due to illness, she was unable to perform the recitals scheduled at KSU and KU. Her goal was to make contact with potential MM students and their teachers with the aim of recruiting talented students.

Dr. Blake's teaching focuses on the benefits of kinesthetic awareness in learning to sing classically. She found in all of her teaching that students have only a vague sense of what they should be experiencing physically when they sing. Much of the instruction they are receiving is unintentionally causing physical tension, specifically in the articulators and sternocleidomastoid muscle because their teachers tell them what they should feel rather than helping them to feel the sensations first and describe them afterwards. Students responded enthusiastically to her instruction.

Faculty members observed Dr. Blake's teaching at all of the universities. The feedback received was positive. Dr. Blake is confident that they will encourage current and future students to seek out post-graduate degrees under her tutelage. She met her goal of increasing her visibility as a teacher and performer and of increasing the visibility of CSU as a university where students can obtain high quality post-graduate experiences in music.

Ellen Brinks – English

During her sabbatical leave, Dr. Brinks wrote two essays: one on George Eliot's novel *Middlemarch* and one on Maggie Nelson's celebrated memoir, *The Argonauts*. The first is currently under review for publication in an academic journal. The second is in the final stages of revision. Both run 30-35 pages in length and are sole-authored.

These projects have greatly deepened Dr. Brinks' knowledge of the interdisciplinary intersections of literature, science writing, psychological theory, and conceptualizations of gender and family. One contributes to a greater scholarly understanding of the cultural dimensions of science in the Victorian period in the work of arguably the period's finest novelist, and the other to aesthetic reconfigurations of the genre of memoir. Both projects will enhance the subject matter and methodology of her teaching. CSU promotes diversity and interdisciplinarity as stated aims of our institutional endeavors. Dr. Brinks' projects fit solidly within those aspirational goals.

Martin Carcasson – Communication Studies

The primary purpose of this sabbatical was to work on a scholarly book entitled *Wicked Problems – Wise Cities: Transforming Public Discourse in Hyper-Partisan Times* based on his experience developing and running the CSU Center for Public Deliberation (CPD) for the past 11 years. Dr. Carcasson used his sabbatical time to (a) engage in the public administration literature and the contemporary literature on cities, (b) engage the literature on systems thinking and collaborative governance to consider the role of institutions like the CPD not just in terms of running events but in terms of their overall role as a key part of the system, and, most importantly, (c) engage in key opportunities to interact with city managers, superintendents, mayors, and university presidents. Beyond working on the book, he gave numerous presentations to key audiences and participated in several workshops across Colorado and the nation, refining his argument and building an audience for his work.

The sabbatical allowed Dr. Carcasson to engage new interdisciplinary literatures to continue to build his innovative model of community engagement and to work extensively with key new audiences to his work, particularly city managers, mayors, superintendents, and members of school boards to better speak to these critical audiences. For the university, his projects represent clear examples of following our Land Grant mission. He was able to connect with multiple municipalities, school districts, and institutions across Colorado regarding their public engagement efforts, an issue that is only growing more and more critical as our political polarization magnifies. The sabbatical allowed him to learn additional ways to improve the work of the Center for Public Deliberation, which continues to be a national model for this work, bringing CSU significant positive attention at a time when many universities are struggling in their public role.

Jonathan Carlyon – Languages, Literatures, and Cultures

During his sabbatical, Dr. Carlyon completed a monograph on the eighteenth-century poet Diego de Torres Villarroel, which is currently under review with the prestigious journal *Hispanic Review*. He advanced on the theoretical construct of his book project and developed chapters 2 and 3, with the goal of using this material to secure a contract by August 2018. He co-developed a new hybrid, cross-disciplinary research and teaching approach that bridges humanities with natural resources. Finally, Dr. Carlyon established a relationship with a local brew master interested in recreating the pre-Roman beer about which Dr. Carlyon wrote and presented.

The benefits of the sabbatical to his research agenda are numerous. He progressed significantly on the book project, creating a major new chapter related to the Camino de Santiago (an ancient pilgrimage route in northern Spain). He established relationships within the home-brewing community, some of whose members are very interested in his research thread on pre-Roman beer. He developed numerous skills in the digital humanities, which he is applying to his interdisciplinary research with a colleague in Natural Resources. These outcomes will prove equally beneficial to CSU because, 1) his book project will bring renewed attention to literary scholarship in eighteenth century Spain (international focus), 2) his scholarship on pre-Roman beer in

Spain will allow him to establish relationships on a national level, and 3) his collaborative work will permit him to highlight an intra-collegiate approach to science and humanities research at CSU.

Karina Cespedes – Ethnic Studies

Dr. Cespedes engaged in significant research in the area of food (in)security and gender in Cuba. The sabbatical allowed her to conduct five interviews with Cuban women on strategies of collective survival; the historical legacy of the island's food ration system and the impact Cuba's rationing of food since 1962 has had on the lives of racialized women as well as on the development of the tourism industry on the island. She completed two peer-reviewed publications, produced two additional peer reviewed journal articles (both currently under review), wrote two chapters of her book manuscript "Hunger in Havana" and finalized her book proposal for NYU Press. She conducted research for a co-authored book project on colonial prostitution in Cuba and gathered research materials that will serve future areas of research she is developing over the next five years. As part of her research on food (in)security she connected with academic institutions in Cuba and in Florida with established projects on food (in)security among marginalized populations in order to assess successful strategies and noteworthy best practices.

The sabbatical benefited Dr. Cespedes as a scholar by allowing her to complete the works noted above. The collaborations established are crucial to the growth of intersectional research, serving as a fruitful method through which social issues can be addressed among scholars with varied specializations: combining their expertise to address ills that affect the lives of marginalized women of color. She has incorporated new materials within the areas of race, gender, and food (in)security studies into all of her CSU courses. Her collaborative work with institutions in Cuba and Florida allowed CSU to be recognized within these sites as an institution at the forefront of food (in)security research among vulnerable and diverse populations.

Chung-Fu Chang – School of Music, Theatre, and Dance

Island and people were the theme for Professor Chang's creative research during his sabbatical. His choreographic activity took place in Taiwan and Hong Kong. He choreographed four original dance works during his sabbatical. Two of his choreographic works have explored the theme of island and people. "Penghu" was an original dance piece, commissioned by National Chiachi Senior High School Dance Division. The Penghu archipelago is located in the Taiwan Straits, where his father's relatives settled. This piece is dedicated to his father. "Finding Places" was a new dance work, commissioned by Arts Connection in Hong Kong. This piece described dancers' grandparents and families and how they have settled in Hong Kong. "Finding Places" will be performed in December 2018. In addition, he taught dance workshops at four schools, and did a presentation of the CSU INTO Dance Pathway Program at three schools for recruitment purposes. Professor Chang attended a conference at Weiwuying Arts Festival – We Lead in Placemarking International Symposium.

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

As a dance educator, it is very important for Professor Chang to continue producing and performing dance pieces and to participate on a worldwide level with other contemporary choreographers. This will not only enhance and inspire his work with students and colleagues here at CSU, but will bring further international recognition to our institution and its dance program.

Hye Seung Chung – Communication Studies

Dr. Chung worked full time on the book manuscript entitled *Hollywood Diplomacy: Film Regulation, Foreign Relations, and East Asian Representations*. She wrote two new chapters for the book manuscript and extensively revised and expanded two other chapters. In November 2017, she signed an advance book contract with Rutgers University Press and the manuscript is on track to be submitted to the press before the deadline. Dr. Chung expects the book to be published in late 2019. She visited Seoul for archival research and laid the groundwork for two other book projects on Korean cinema. During her trip, she conducted archival research in the Library of National Assembly, the Korean Film Archive, and the National Human Rights Commission library and purchased DVDs and books related to both projects.

The book project *Hollywood Diplomacy* is instrumental in her professional development as a mid-career academic who aims to further enhance her reputation in preparation for her promotion to Professor in the next few years. There is currently no book-length study concerning the ways in which film censorship and industry regulations affected Hollywood's representations of East Asian countries and their people. *Hollywood Diplomacy* fills a significant gap in the current field of film regulation studies and makes a unique scholarly intervention by redefining external censorship of advisory entities (by the Chinese government, the World War II propaganda agency Office of War Information, and the Department of Defense) as productive contributors pushing for increased cultural authenticity and/or more egalitarian racial/ethnic/national images in Hollywood's Orientalist productions. Dr. Chung's academic monographs will enhance the diversity research profile of the university and bring international recognition in the areas of film and media studies, Asian American studies, and Korean studies.

Pamela Coke – English

Dr. Coke spent her sabbatical leave working on data analysis and writing for a longitudinal qualitative study she is conducting with two of her colleagues in the CSU Center for Educator Preparation. They presented their initial findings at the International Conference on Education Studies in Paris, France, August 2017. The conference committee selected their presentation, "Examining Attrition in English Education: A Qualitative Study of the Impact of Preparation, Persistence, and Dispositions in Teacher Education," and the accompanying article was published in the peer-reviewed conference proceedings. Dr. Coke completed final revisions on a book chapter titled "Beyond Grasping for Straws in the Dark: Hospice as a Model for a Team-Oriented Approach to Mothering in Middle Age," which will appear in L. Peterson & K. Mantas (Eds.), *Mothering and/in/through Middle Age* (Demeter Press, June 2018). She wrote and submitted two additional articles, both of which have been conditionally accepted for publication. *English*

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

Journal asked her to revise and resubmit the manuscript “Using Genius Hour to Change What We Do with What We Know” for an upcoming themed issue on Equity and English, which she has already completed. *The ALAN Review* asked her to revise and resubmit the manuscript “Selling the Performance: Unpacking the Relationship Between Marketing, Eating Disorders, and *Wintergirls*” which is based upon qualitative research she completed and presented at the cultural Landscape of Teenagers Conference in LeMans, France. Finally, Dr. Coke engaged in mentoring conversations with seventeen current students and recent graduates of Colorado State University, many of whom are familiar with her research on teacher retention and who wanted to discuss their own experiences with deciding whether to stay in the classroom. This is giving further credence to the research she and her collaborators have been conducting, and it is helping to form the trajectory of her research agenda going forward.

The work Dr. Coke completed over the course of her sabbatical has many benefits for her, personally and professionally, and for Colorado State University. The research and the article she presented brings international accolades (Best Presentation Award) and attention to Colorado State University, as many global K-12 schools are struggling with teacher attrition. This research will help teacher education programs around the world consider how addressing teacher dispositions could influence teacher persistence. At CSU, she is using this data to revise courses during each phase of the teacher education program. The two additional articles (national) and the book chapter (international) increase her scholarly reputation, and by extension her institutional affiliation, by sharing her work with both national and international audiences. These publications help position her to apply for promotion to professor, which will allow her to provide increased depth and breadth of service to the university.

Bonnie Jacobi – School of Music, Theatre, and Dance

Dr. Jacobi spent four months researching the beginning of music education at Vassar Female College. She travelled to Poughkeepsie, New York and conducted research for one week at: the Archives and Special Collections at Vassar College, the Main Library at Vassar College, and the Music Library at Vassar College. During her research visit, she studied archival materials that are non-circulating and non-digitized. She also met with multiple librarians at Vassar College who directed her to specific archival materials related to her research questions. Following her research visit, she returned to Colorado and organized the information she had collected in New York. She continued to work with the Archive Librarian at Vassar over the next three months and he pointed her toward Vassar’s digitized archive materials accessible through the Hathi Trust Foundation. She examined digitized materials such as photographs, college encyclopedias, college yearbooks, student letters, student diaries, the student newspaper, and the alumni magazine. Then she consulted with archive librarians at: Michigan State University, Pennsylvania State University, the New England Conservatory, and Oberlin Conservatory to compare findings on music education offerings for women at their colleges during this period. Lastly, Dr. Jacobi made interpretations of the information collected and formulated her findings into a research poster proposal for the National Association for Music Education’s 2018 Music Research and Teacher Education Conference in Atlanta, Georgia. She also drafted an article on this topic that

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

will soon be submitted to the *Journal of Historical Research in Music Education*. Separate from her sabbatical project, she submitted two other articles for publication: 1) “The Need for ‘Sufficient’ Space in the Music Classroom: Honoring the Rights and Voice of the Child”, and 2) Teaching 6/8 Meter to Children: Challenges, Benefits, and Strategies from a Kodaly Perspective”. She submitted an additional paper proposal for the conference mentioned above: “Singing within Social Traditions of Rope-Jumping, Top-Spinning, and Hoop-Rolling at Mount Holyoke College 1900-1928: Before Women Could Major in Music”.

Because of her sabbatical project, Dr. Jacobi now has an article drafted to be able to submit for publication in the *Journal of Historical Research in Music Education*. This is the premier journal for historical research in music education and it is an international, double blind, peer-review journal. If the article manuscript is accepted for publication, this will be her fourth publication in JHRME. Outside of the Vassar Female College Study, this sabbatical project helped to strengthen her understanding of: a) how women started studying music in New York, and b) how the history of music study at Vassar fits together with that of other female colleges where she has conducted research (including Mount Holyoke College, Smith College, and Bryn Mawr College). Previous information she collected centered on history in Massachusetts and Pennsylvania. Gaining a sense for the earliest music study at Vassar helps to fill in pieces of the “historical puzzle” and poises her to become a leading expert in early American women’s music study. Future possibilities include being a “go-to” person for other researchers, more invited presentations, a potential role on the editorial board of JHRME, or a book proposal. It is important to note that to date very little has been published on how American women started learning music; Dr. Jacobi’s research on this topic is landmark. Her research poster proposal on her sabbatical project topic was accepted for presentation at the largest, most prestigious music education conference in the United States (NafME) in March 2018 in Atlanta, Georgia. At the same conference, she presented an accepted paper on a topic related to this project (based on the history of women’s music study at Mount Holyoke College in Massachusetts). These presentations and forthcoming publications will help to solidify CSU’s place on the map as an institution known for strong historical research in music education and women’s studies. CSU graduate students who are taking the Foundations of Music Education course will also benefit from her having an enriched perspective, effective research techniques for exploring historical topics, and a plethora of information to be able to share with them. Upon acceptance of her article, she plans to present lectures on the CSU campus for students and faculty (both in the School of Music and possibly the School of Education). It is her hope that constituents from the local community all the way through the international community will benefit from the findings of her sabbatical project.

Jeffrey Kasser – Philosophy

Dr. Kasser’s sabbatical leave was spent in three main ways: a) furthering his research project which will culminate in a new reading of Peirce’s epistemology, one which takes proper account of his work on probability; b) leading the team that developed the common core readings for HONR 292A, “Knowing in the Sciences”; and c) developing a new graduate course, “Stability and the Value of Knowledge”; and making substantial improvements to his introductory-level

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

course “History and Philosophy of Scientific Thought”. He spent time teaching himself more about probability and statistics. One paper has been published and one has been written as an invited lecture and will be submitted for publication soon after it is presented. Three more papers are in various stages of completion.

Marius Lehene – Art and Art History

Dr. Lehene’s sabbatical involved three main activities: 1) studio research and studio work in Romania, 2) a personal exhibition in Romania, and 3) two public engagements at the University of Art and Design, Cluj-Napoca, Romania. The studio research centered on the Ethnographic Museum of Transylvania. There, his focus was on the ways in which the various layers of paint become visible on the tempera-on-wood frescoes in the three wooden churches preserved on the museum grounds. The research directly influenced the studio work. He completed 16 paintings on canvas as well as other works on paper. Thirteen of these were featured in his personal exhibition. He gave a visiting artist talk and a visiting artist workshop as well.

During the sabbatical leave, Dr. Lehene began experimenting with a new painting technique involving transfer of layers onto already-painted canvases. Some of the paintings from his series have been accepted for a major US exhibition-in-print, namely the *New American Paintings – West*. In addition to representing CSU with his artist talk and workshop, he began in institutional partnership collaboration.

James Lindsay – History

Dr. Lindsay’s sabbatical was devoted to working on a primary source reader with Suleiman A. Mourad (Smith College) entitled “The Islamic Middle East in the Crusader Period: A Reader”. This project brings together a broad range of Middle Eastern Muslim texts – chronicles, memoirs, biographical dictionaries, poetry, religious texts, monumental inscriptions, coins, and images – from the Crusader Period in the Middle East (ca. 1090-1300). The manuscript is roughly 40,000 words at this point. It is anticipated that the final manuscript will come in at 60,000 – 70,000 words. Anything larger than this will likely make the reader less appealing for use in the classroom.

The benefit of this project for Dr. Lindsay as a faculty member is that it provides him with a wide range of primary source materials for use in his courses on medieval Middle East history, especially HIST 469 The Crusades. As far as benefit to the university, it is Dr. Lindsay’s expectation that this primary source reader will be widely adopted for use in courses on the Crusades.

Rosa Martey – Journalism and Media Communication

Dr. Martey completed six chapters of a textbook aimed at graduating seniors on job seeking and transitioning into the work world. Her research for an academic book on online identity negotiation resulted in changing that project. She determined that, in many ways, lengthy academic

work on online identity gets outdated too quickly. Instead, she started planning an academic book on research methods that focuses on the visual and interface design of digital tools used to collect data and how design influences data collection outcomes such as completion rates, accuracy, and recruitment.

Because of her work on the textbook, Dr. Martey deepened her understanding of the current job-seeking challenges and opportunities, which has already allowed her to integrate updated and new information into her teaching. Extending the discussion and research around job-seeking and marginalized identities for the book helped her gain insight into key challenges individuals face on the job market, helping her to address the needs of diverse populations in her teaching, advising, and service at CSU. She gained considerable insight about the challenges of conducting research about online phenomena and helped her articulate the importance of theory in this process in a more concrete manner. This provided important professional growth that has helped her refine her research area and more deeply understand the process of writing an academic book. Her teaching and advising benefit, as she is more able to integrate the perspectives learned into her work with students.

Steve Shulman - Economics

Dr. Shulman used his sabbatical to produce three research reports for the Center for the Study of Academic Labor on contingent faculty employment. These reports provide data on every accredited college and university in the U.S. on the distribution of faculty employment based on tenure status, full-time versus part-time, gender and race/ethnicity. He also completed the econometric research for a journal article on trade-offs between full-time and part-time contingent faculty employment.

Dr. Shulman's sabbatical activities contributed to his professional development as research director for the Center for the Study of Academic Labor. Because CSAL is an official CSU research center, they contribute to CSU's reputation as a leader in higher education.

Michelle Stanley – School of Music, Theatre, and Dance

Professor Stanley is continuing the process of interviewing eight prominent flute performers and teachers and creating a media record of these interviews through an online platform (website) www.conversationswithflutists.com. Though the website is complete, it will not be published until she receives final editing approval from the interviewees that have already been interviewed. Subsequent interviews will be added once a month. Professor Stanley anticipates continuing this project beyond the scope of her sabbatical semester due to the great interest and success of this project.

Professor Stanley's growth as a teacher is contingent on her ability to connect with the greater music and flute community. This is something she does on a regular basis with conference attendance and observations of teaching and performing. The in-depth nature of these interviews

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

has given her a unique advantage of deeper conversations regarding today's new ideas on pedagogy for flute playing. As the interviews are available online, it will offer flutists from around the world the opportunity to connect with her as an interviewer as she spends time with each flutist. This gives her the platform to connect outside musicians (and flutists) through Colorado State University and the School of Music, Theatre, and Dance. She sees this as a great benefit to her studio as it enhances her ability to recruit top-notch students to CSU and to elevate her presence in the national flute community. Additionally, current flute majors at CSU will have an exclusive look into the information gathered on playing the flute. In addition, her own learning and development into the study of flute teaching will directly help every student that she teaches.

Thaddeus Sunseri - History

Dr. Sunseri used previously gathered archival and documentary resources to make progress on a monograph on the history of Rinderpest virus in East Africa and to complete several article and book chapter projects on related themes.

CSU will benefit from his enhanced expertise on this research theme, which includes a good historical understanding of veterinary science, one of CSU's areas of international reputation. He has translated his research project into a new seminar for seniors in the History Department enabling them to write original research papers using primary sources. He will also integrate his research findings into several of his lecture classes on African history and world history, keeping students up to date on recent scholarship.

College of Natural Sciences

Lisa Angeloni – Biology

Dr. Angeloni's one-semester sabbatical allowed her to advance her research on animal reproductive tactics in collaboration with Dr. Dan Wiegmann (Bowling Green State University). They spent three weeks organizing their long-term dataset documenting the age, timing, and location of reproduction of every smallmouth bass over a nine-year period within a lake in Northern Wisconsin. These data are now ready to be packaged into manageable units to address research questions. She also worked with collaborators at the National Park Service, CSU, and Bangor University in the UK to advance another research program on the effects of anthropogenic noise and light on natural systems. They drafted a National Science Foundation grant proposal and initiated several experimental projects that are ongoing. Overall, during her sabbatical, three scientific papers were submitted to scientific journals, two papers were accepted for publication, three papers were published, and three presentations were given at conferences. She worked on three grant proposals – one was funded, one is pending, and the other will be submitted shortly.

The benefits of Dr. Angeloni's sabbatical leave include: 1) her professional growth, 2) enhanced reputation of her lab and CSU, 3) knowledge, funding, and new projects that will enhance the educational experience of her students, and 4) reinforcement of her network of colleagues and

collaborators. She was able to strengthen and expand ongoing research projects and pursue opportunities for new projects that will lead to further publications and grant proposals. Such efforts enabled her to highlight her research program and promote CSU's expertise in animal behavior and conservation.

Anton Betten – Mathematics

The main scholarly activities during Dr. Betten's sabbatical semester were focused on collaborations with four groups of researchers in Europe. Besides this, he was one of four invited speakers at a summer workshop at the University of Sussex. He gave invited research talks in Turkey (Sabanci University), Bulgaria (Veliko Tarnovo University and Gabrovo University), and at a conference on finite geometry in Germany. He organized a workshop on adaptive learning at CSU. The collaboration with the group around Professor Hirschfeld at Sussex University resulted in one paper that was submitted. Further products of the collaborations were improvements in software packages that he continues to develop and maintain.

The personal benefits derived from the sabbatical included time to collaborate with research groups in Europe and the resulting publications. It was very important to establish these collaborations through personal visits. The visits laid the groundwork for deeper research to come in the future. The keynote talks in the UK and the seminars in Turkey and Bulgaria enhanced CSU's international visibility. The insights gained while visiting other countries and universities will be beneficial to Dr. Betten's teaching at CSU. The collaboration with leading groups of researchers in Europe and the presentations he gave during the semester will contribute to the reputation of the Department of Mathematics at CSU.

Eugene Chen – Chemistry

Dr. Chen's sabbatical leave consisted of three stages including: a) industrial research and NSF proposal efforts; b) research collaboration at Shanghai Institute of Organic Chemistry, Chinese Academy of Sciences; and c) research and education activities at Peking University.

Overall these three stages of the sabbatical leave have accomplished: a) fifteen seminars or lectures to the international, industrial, and academic audiences; b) six manuscripts including two high-profile papers appearing in *Science* and *Nature Communications* as well as a comprehensive (170-page manuscript) *Chemical Reviews* article – three of which are a result of collaboration and all of which are now published or accepted; and c) two grant proposals. These activities not only reinforced the existing international and industrial collaboration and established a new one with Peking University, the top University in China, but also increased Dr. Chen's overall level of knowledge in the areas complementary to his current research. The lectures given to the international, industrial, and academic audiences in Japan and China also enhanced the University's reputation in those regions and promoted international collaboration. Such activities represent two key broad impact areas that NSF strongly encourages, thereby enhancing Dr. Chen's

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

ability to obtain sustainable funding of projects, which should result in higher, longer-term productivity in research and training of our students.

Kurt Kraiger – Psychology

During the spring semester, Dr. Kraiger worked in both Raleigh and Charlotte, North Carolina. While in Raleigh, he worked with Dr. Eric Surface of ALPS Solutions, a small boutique research company. While in Charlotte, he developed and taught a graduate course in training and development and focused on writing. These two opportunities allowed him to achieve a number of his sabbatical objectives: develop a book prospectus for a training book; co-author multiple original, high quality research papers; return with datasets that can be written up in later years by him or his students; and enhance his ability to design masters-level courses.

In the fall, Dr. Kraiger worked out of Fort Collins, although he was able to present his research at a small workshop in Germany and network with other researchers in one of his areas of interest. While back in Fort Collins, Dr. Kraiger continued (and accelerated) most of the writing that he was doing, launched several new data collections, learned a new statistical analysis program to integrate into his coursework and moved four of his graduate students past important milestones in their graduate training. The primary benefit of the sabbatical was to re-immense himself in high quality writing and research, and to develop courses or course-related skills that will improve his teaching at CSU.

Nancy Levinger – Chemistry

This sabbatical provided Dr. Levinger the opportunity to focus on developing a new research thrust to explore the fundamental mechanisms of cryopreservation. She developed ideas to create quantitative methods that will enable direct and universal measurement of molecular cryoprotecting agents in biological samples such as cells and tissue. Dr. Levinger submitted two (unfunded) preproposals based on her new ideas. She recruited two new graduate students to her group and started experiments based on knowledge and expertise gained during the sabbatical leave. She is currently leading a team of scientists seeking funding from the Keck Foundation, and plans submission of several additional grant proposals to USDA, NIH, and NSF. The sabbatical leave provided time for Dr. Levinger to think, to learn, to explore, and to develop plans to measure cryopreservation. These new studies will form the basis of a research program engaging graduate and undergraduate students.

Associated with one goal from her original sabbatical leave proposal, Dr. Levinger made contact with Prof. Judy Muller, a former trainer from the Alda Center for Communicating Science and a seasoned journalist and professor emerita from the USC Annenberg School of Communications. In her role on the Board of Directors for the Telluride Science Research Center, Dr. Levinger worked with Muller to improve the Town Talks, the community outreach component of this high-level research institute. Levinger and Muller reformatted the Town Talks and incorporated

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

Muller's communications coaching which led to significantly improved events. Dr. Levinger intends to bring Professor Muller to CSU for some science communication workshops.

Ross McConnell – Computer Science

Dr. McConnell was a visiting faculty member at Simon Fraser and Victoria Universities where he collaborated with well-known researchers in his field. These collaborations led to a set of articles that have been accepted, published, and presented at a conference. Preparation of the journal versions is nearly ready for submission. Another set has been accepted, published, and presented at the same conference. He is in the final stages of preparing journal papers on these topics and manuscripts describing an additional set of structural results. He is preparing a manuscript describing new algorithmic results. These papers, together with his work on a conference program committee and reviewing of journal papers have enhanced the reputation and visibility of Colorado State University within his field of graph-theoretic algorithms. The ability to work face-to-face with his collaborators has furthered his expertise and skills within his field. Inspired by a site that hosts programming and algorithms contests, Dr. McConnell has developed extensive software and new instructional materials for his future algorithms classes at CSU.

Anthony Rappe – Chemistry

The stated request for Dr. Rappe's sabbatical leave was to establish teams for multi-investigator federal proposals and submit said proposals. This effort resulted in submission of five multi-investigator pre-proposals. Three of these proposal efforts focused on developing novel catalysts for carbon dioxide conversion, nitrogen fixation, and agriculture-based nitrogen oxide mitigation. He was also active in the submission of two battery degradation-related proposals. Success in any of these areas would provide significant societal benefit, enhanced recognition for CSU, as well as economic impact. Beyond proposal submission, this effort expanded Dr. Rappe's understanding of a number of timely topics as well as establishment of several new collaborations.

In addition to proposal development, Dr. Rappe was involved in significant course development and redevelopment efforts during his sabbatical. A new course, developed during the sabbatical with a team of colleagues, "Sustainable Strategies for E-Waste Management" is being offered for the first time this spring. A curriculum redevelopment effort within the chemistry department involving a core set of faculty is leading to an enhanced chemistry major with concentrations focused on modern societal issues including health and sustainability.

Haonan Wang – Statistics

During his sabbatical, Dr. Wang visited the University of Michigan, the University of Southern California, and the University of Wisconsin-Madison. He interacted with researchers and practitioners from those universities. This sabbatical resulted in a number of papers at various stages, including one paper to appear in a top statistics journal. He started a new NSF funded project, and continued two other funded projects. Dr. Wang devoted a large portion of his sabbatical to

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

preparation of a large grant proposal with his collaborators submitted to the Department of Defense. If awarded, this grant would potentially benefit CSU over the next 3-5 years. In addition, he presented his research at the University of Wisconsin.

This sabbatical was a very productive and rewarding experience. Dr. Wang directly benefitted from this opportunity to strengthen and reinvigorate his research programs on spatio-temporal modeling and on functional dynamic modeling. It also facilitated the advancement of his research program in several new areas in statistics. The sabbatical had significant benefit in terms of research for CSU. He visited several universities, which increased the visibility of CSU. The sabbatical year had an immediate impact on his graduate advisees. He established collaborations and new projects from which the graduate students will potentially benefit. He has worked on several papers with student coauthors, which will enhance the career development of those students. In addition, he had the opportunity to develop course materials on a new core course of the Ph.D. program, which includes various important topics widely used for research and future careers.

Tingting Yao – Biochemistry and Molecular Biology

Dr. Yao's primary scholarly activity during the sabbatical was to pursue research collaboration with Dr. Carlos Bustamante at the University of California, Berkeley. Dr. Bustamante is a physicist who pioneered using optical spectroscopy to study forces involved in biological processes. His lab builds sophisticated instruments and develops data processing and analysis capabilities to analyze biological forces on the scale of pico-newtons. Dr. Yao is a biochemist by training and her sabbatical provided the opportunity for her to learn and perform interdisciplinary work in biophysics that she did not have access to before. During her six months in the Bustamante Lab, she was able to learn the basics of optical tweezers, develop a research project using this technology, and successfully obtain preliminary data pertaining to the project. This has led to a collaborative research travel grant that she submitted to the Burroughs Wellcome Fund. Results from this collaboration are also being written up into a manuscript that is expected to be published this year.

This collaborative project developed during her sabbatical is an important component of an R01 research grant that was submitted to NIH. This grant now has been awarded, in part due to favorable views of her collaboration by peer reviewers. The optical tweezer technology currently does not exist on the CSU campus. Her training in this area during her sabbatical will enable new research initiatives in the CSU community that take advantage of the interdisciplinary potential. Additional institutional benefits include increased visibility of CSU scholarship. During her sabbatical, Dr. Yao gave seminars at UC Berkeley and attended the International Symposium on Mass Spectrometry at UCSF. The knowledge and perspectives gained from these experiences will be incorporated into future course lectures that will highlight cutting-edge technological advancements and the benefits of interdisciplinary collaborations to both undergraduate and graduate students.

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

Warner College of Natural Resources

Kevin Crooks – Fish, Wildlife, and Conservation Biology

Dr. Crooks was invited to the Universidad Nacional del Sur in Bahia Blanca, Argentina, delivering the closing plenary address at the Annual Argentine Mammalogy Meetings and teaching a short course entitled “Identifying Conservation Priorities for Mammals”. He also continued to help lead a collaborative research program investigating the effects of anthropogenic noise on wildlife, an interdisciplinary project in collaboration with faculty, postdoctoral researchers, and students at CSU and scientists at the U.S. National Park Service. Another focus of his sabbatical was helping direct a research project investigating disease dynamics in wild and domestic felids, a 5-year \$2.14 million project funded by the National Science Foundation Ecology of Infectious Disease (NSF-EID) program. To support this effort, he helped develop and lead a 3-day retreat at the CSU Mountain Campus, where the entire research team presented their findings and strategized future directions. He also spent considerable effort continuing to develop and lead an educational outreach program to conduct remote camera surveys for wildlife in local Fort Collins natural areas in collaboration with K-12 schools in the Poudre School District. To support this effort, he submitted and received a NSF Research Experience for Teachers (RET) grant as a supplementary award to his ongoing NSF-EID grant.

Dr. Crooks interacted closely with and reinforced his network of colleagues and collaborators including researchers at an international institution he had not visited previously. He was able to strengthen and expand ongoing research projects and pursue opportunities for new projects that will lead to further publications and grant proposals. Such efforts enable him to highlight his research program and promote CSU’s expertise in natural resource conservation, enhancing our ability to attract research funding, top scientists, and high-caliber graduate students. His efforts enhanced the education of undergraduates in his courses and graduate and undergraduate students that conduct research in his lab. Finally, his sabbatical leave afforded time for uninterrupted thought, review of scientific literature, compilation and analysis of data, and writing papers for publication in scientific journals. He completed and submitted eight manuscripts for publication. Nine lead or co-authored papers were published in scientific journals and edited volumes, and two manuscripts were accepted for publication. He delivered one invited international seminar and was co-author on an additional fifteen presentations delivered at scientific conferences.

Dennis Harry - Geosciences

Dr. Harry sailed as a Physical Properties Specialist on International Ocean Discovery Program Expedition 369. Much of his sabbatical time afterward was occupied with post-expedition analysis of the results obtained during the expedition. The expedition recovered rocks deposited during rifting between Australia and India and between Australia and Antarctica, greatly furthering understanding of how the supercontinent of Gondwana broke apart 135 m.y. ago, how that impacted ocean circulation patterns, and how those in turn impacted global climate. Prior to sailing, he spent one week as a visiting faculty at the University of Wellington in New Zealand

where he gave a seminar and worked with faculty to develop plans for further interdisciplinary research into continental rifting in West Antarctica. A major accomplishment of his sabbatical was establishment of a new computing platform to support research he and his graduate students are conducting. This new platform allows them to take advantage of the most recent advances in numerical methods in their research. He also spent time writing. He published two papers reporting results of previous research in Antarctica and is co-author of the book reporting IODP Expedition 369 preliminary results. Six other papers, reporting results of previous work in Antarctica or results of the IODP Expedition are currently circulating with co-authors and are expected to be submitted soon.

Dr. Harry's participation in IODP Expedition 369 created a new research direction into rifting in the East Indian Ocean and established a large set of international collaborations that are the foundation of four papers currently circulating among co-authors. An NSF proposal to continue this collaborative work is anticipated. During his visit to the University of Wellington, he established new collaborative opportunities for interdisciplinary work that complements his ongoing research into rifting in West Antarctica. This also is anticipated to lead to an NSF proposal to conduct seismic and gravity fieldwork in Antarctica. All of this increased visibility for CSU, particularly in the international venue provided by the drilling expedition.

Brett Johnson – Fish, Wildlife, and Conservation Biology

Dr. Johnson's sabbatical gave him the flexibility to spend more time in the field with students and collaborators, including four week-long sampling expeditions and six shorter trips across Colorado, Montana, and Wyoming. As a result, he feels newly energized and excited about his research. He is bringing new topics and examples to his teaching. The sabbatical was also a productive time for disseminating research results. He spent a lot of that time helping his Ph.D. student learn how to write and that investment paid off. He is now a much better writer and his first dissertation chapter received very favorable reviews by a top international aquatic journal. With co-authors, Dr. Johnson was able to initiate or complete seventeen writing projects including five journal articles, three book chapters, and nine agency reports and research protocols. He also presented or coauthored twelve presentations at local, state, regional, and international meetings, including a plenary talk on the use of citizen scientists in *Mysis* research.

Dr. Johnson also used his sabbatical time to further his professional development by attending several conferences and visiting one of the premier lake science field stations in the U.S. He learned about the R programming environment in a short course and is including R analysis and modeling in his senior capstone course. He devoted quite a bit of time to learning more about paleo limnology techniques including extraction of environmental DNA from lake sediments. He was successful in bringing new funding to CSU. He and his co-PI received a \$182,000 grant to study examining the use of induced sterility to manage invasive fish and he received a gift of \$150,000 to support his *Mysis* research.

Melinda Laituri – Ecosystem Science and Sustainability

Dr. Laituri has been the Principle Investigator on the US Department of State's Secondary Cities (2C) initiative from its inception in 2015. This is a global project to create partnerships to map under-examined, and overlooked secondary cities using geospatial technologies. In partnership with the 2C team, she oversaw the proposal process of selecting five new cities in addition to the ten cities where the projects have been launched. This initiative partners local universities, governments and non-governmental organizations to use open source tools for data collection focusing on emergency preparedness, human security, and resiliency. They are developing innovative approaches for data collection, management analysis, storage, and accessibility. They have written and presented three papers at international venues this past year. The sabbatical enabled Dr. Laituri to complete several other research papers: two papers on participatory mapping working with her recent Ph.D. students, one paper on water resources of the Colorado River basin, and a research project in the Yukon River Delta. She spent three months at the Rachel Carson Center in Munich. She developed a new area of research while in residence: spatial justice. This overlaps with her participation at CSU as a founding member of the School of Global Environmental Justice Working Group. She presented her initial findings at CSU's fall Diversity Symposium.

Both the 2C initiative and the RCC fellowship have increased CSU's international visibility. These activities have put CSU on the international stage and have garnered considerable attention. The intersection of data, mapping, and open source approaches are essential in the 21st century. Working with universities and students around the world has been challenging and exciting.

William Sanford – Geosciences

During his sabbatical, Dr. Sanford accomplished a number of activities related to his research. His primary activity was being able to focus on analyzing data he has collected for several research projects. He spent time on analyzing laboratory experiments involving the transport of unique nanoparticles through porous media of varying compositions. These nanoparticles are inert non-toxic and are being studied as analogs for the transport of other nanoparticles that have more deleterious effects on organisms. These reference nanoparticles will provide insight to how reactive nanoparticles move through groundwater. In addition, he was able to work with colleagues from Cornell University on developing a proposal for testing these nanoparticles as tracers to help understand the subsurface in oil fields. He also worked on investigating the water resources of the aquifer system at Todos Santos, Mexico. Isotope and chemical analyses indicate that over usage of the groundwater is already causing seawater intrusion, resulting in degradation of water quality and the shrinking of a local estuary. He was a co-author of a manuscript describing water chemistry from the top to the bottom of the aquifer.

Dr. Sanford's personal benefits from the sabbatical were being able to focus on data analysis and outlining future research, proposals and manuscripts and modifying directions of current projects. Nanoparticles in the environment are of concern and his research has the potential to be

groundbreaking in the understanding of how nanoparticles move through water in the natural environment. The work with Cornell University has the potential to be of benefit to CSU in that the work will improve the understanding of how oil moves through fractured reservoirs. The work has international collaborators and, with funding, they plan to build a research site at CSU that can be used by the international community to test methods of characterizing fractured rocks. Other projects related to water resources on federal lands will increase the visibility of both the Warner College of Natural Resources and CSU research in these fields.

Courtney Schultz – Forest and Rangeland Stewardship

Before going on sabbatical, Dr. Schultz received several major grants to conduct research on forest and fire policy, including a grant to undertake a six-month research project on two national policies designed to support community-based forest restoration. She led an eight-person team to conduct the work, which led to multiple publications, two graduate student theses, and several briefings of policy makers at the USDA and on Capitol Hill. Based on work she conducted over her first six years at CSU, she co-edited a book on collaborative forest restoration in the United States. She led an authors' workshop at Florida State University with her co-editor to prepare content in the book. In addition, Dr. Schultz completed several grant proposals leading to \$300,000 in new awards, three from funders at the U.S. Forest Service and one from the NSF Macrosystems Biology program. Over the course of the sabbatical, she submitted ten peer-reviewed publications with another six peer-reviewed articles in preparation. She traveled to five academic conferences to deliver findings and her lab undertook extensive data collection. Based on her International Union for Forestry Research Organizations conference presentation, she was invited to lead an article on U.S. forest governance in a special international issue on forest governance being organized by the European Forestry Institute. Dr. Schultz attended the 2nd International Forest Policy Meeting at Wageningen University, presented invited talks at Lund University in Sweden and VU University in Amsterdam. She returned to the University of Freiburg to continue developing a relationship with their Forestry department. As a result, she has been invited to be part of another international environmental governance book project and will attend the Earth Governance meeting in the Netherlands to present on research and participate in a workshop for a forthcoming book.

The opportunity to travel internationally for extended periods has broadened her network of colleagues and her visibility as a researcher, already yielding new collaborations and invitations to work with a global network of scholars. In addition, the time to conduct extensive research and outreach has allowed her and her research group to firmly establish themselves as the national leaders in national forest policy in the country. She was able to catch up on and discover new scholarship in her field and on pedagogy, which has benefitted her research program and students, and allowed her to garner a fresh take on both her research and teaching.

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

College of Veterinary Medicine and Biomedical Sciences

Laurie Goodrich – Clinical Sciences

Her sabbatical at Stanford allowed Dr. Goodrich to learn important laboratory and clinical techniques that are highly relevant to her area of translational science and clinical applications within her field of surgery. She will utilize these techniques in her collaborative projects initiated and developed with Stanford Medical Center. The specific areas of regenerative medicine, clinical imaging for joint disease and clinical trials development will strengthen the research she performs within the Orthopedic Research Center (and future Translational Medical Institute) along with her colleagues. The experience gained in applying for competitive Department of Defense funding has already begun to pay off with the recent award of a \$750,000 grant that is a collaborative effort between CSU and Stanford. This exciting project will bring to fruition the efforts of clinicians, basic scientists, mechanical engineers, and radiologists within both institutions surrounding the development of a gene therapeutic for osteoarthritis. In presenting the work performed at CSU to the Stanford Orthopedic Department, the highly esteemed Stanford team is enthusiastically on board with CSU's mission of continuing to develop mutual translational science. As a direct result of the interactions with Stanford, CSU is already co-mentoring graduate students and writing more scientific proposals that will combine the efforts of both institutions. This has also strengthened her mentoring of veterinary students, Ph.D. and post-doctoral students within CSU's program.

The benefits to CSU mentioned above are only some of the highlights of Dr. Goodrich's six months. The relationships established both nationally and internationally have been extremely rewarding. The time afforded her during this sabbatical was incredibly rejuvenating and has reminded her of the important role of translational scientists in the field of medicine and the impact they can have on veterinary and human health. As most clinicians that have substantial clinical and research appointments plus significant responsibilities in teaching and mentoring students (both DVM and graduate students), little time is left for creative thought. This sabbatical allowed for introspection, the space to delve further into new scientific techniques, and the time to develop rewarding collaborations that are good for the team at CSU and their visibility as experts in the field of orthopedic research.

University Libraries

Allison Level

Professor Level's sabbatical focused on exploring the shifting models of library collection development and collection assessment at similar Association of Research Libraries (ARL) and land grant libraries. Academic libraries are integrating the needs to manage budgetary constraints, create a more agile response to shifting curricular and research directions of universities, and plan for continued future use of library research materials in cornerstone areas (i.e. for land grants: agriculture, water, forestry, and veterinary medicine). The research time included exam-

Board of Governors of the
Colorado State University System
Meeting Date: February 8, 2019
Report Item

ining the Ithaka S+R project, “Supporting the Changing Research Practices of Agriculture Scholars” results conducted at several land-grant universities and reviewing transferable recommendations for CSU. It is important to keep in mind the research needs of experienced scholars and researchers new to the profession. CSU is fortunate to have faculty at both ends of this spectrum and the library needs to be responsive to their needs.

The research and information discovery allowed time to complete one research project and develop new areas for future research initiatives. Her experience collaborating with research and land grant libraries has already lead to two journal articles and several more in progress. She has shared some of the findings with colleagues at professional meetings and there are plans to continue this during the 2019 year. She has been contacted by colleagues at other major libraries and asked to report on her findings. The sabbatical research and discussions have informed the decisions CSU is making and information gained during this sabbatical will have short-term and long-term benefits for CSU and for other ARL libraries.

Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Report Item

REPORT ITEM:

Report on CSU-Pueblo sabbatical and educational leaves completed in AY2017-2018.

No action required -- report only.

EXPLANATION:

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

This report provides summaries of the sabbaticals completed during the 2017-2018 academic year.

As described in section 2.11.2 (Sabbatical Leaves) of the CSU-Pueblo 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."

Summary Listing

The following listing summarizes the sabbaticals taken at Colorado State University-Pueblo in 2017-2018.

Dr. Iver Arnegard	Associate Professor of English	AY 2017-2018
Dr. Ian Brennan	Professor of Marketing	Spring 2018
Dr. Krista Bridgmon	Associate Professor of Psychology	Fall 2017
Dr. David Dillon	Assistant Professor of Chemistry	AY 2017-2018
Dr. Aun Hassan	Associate Professor of Economics	Spring 2018
Dr. Dana Ihm	Professor of Music	Fall 2017
Dr. Steve McClaran	Associate Professor of Exercise Science	Fall 2017
Dr. Chris Messer	Associate Professor of Sociology	Fall 2017
Dr. Kristy Proctor	Professor of Chemistry	Fall 2017
Dr. Pam Richmond	Associate Professor of Social Work	Fall 2017
Dr. Karen Yescavage	Associate Professor of Psychology	Spring 2018

- **Dr. Iver Arnegard, Associate Professor of English AY 2017-2018**

The objective of Dr. Arnegard's sabbatical was to finish drafts of his current research projects, *The Fourth World* (essay collection), and *On the Divide* (short stories), for publication. During his sabbatical he visited Israel to conduct research for his essays at the Hebrew University of Jerusalem. He also began submitting chapters of the *The Fourth World* for publication as well as the whole manuscript in its entirety. *River Teeth* Literary Journal accepted a chapter, "Place of the Red Willows," for publication in their Fall 2018 volume. Dr. Arnegard was also able to finish his final draft of *On the Divide*, and started submitting it for publication. It was chosen as a finalist in the Black Lawrence Book Prize.

- **Dr. Ian Brennan, Professor of Marketing Spring 2018**

Dr. Brennan divided his time between research activity and international recruiting for CSU-Pueblo. With regard to research, he designed and executed an experiment to test the robustness of the Decision by Sampling hypothesis. The experiments considered background evaluations of products that had prices designed to increase or reduce the subjective distance between the size of two prizes with a high chance of winning (low value prize) and low chance of winning (high value prize). It also included a framing manipulation whereby subjects made a product decision based on an "accept" or "reject" choice. Currently, Dr. Brennan's research has not found evidence to support either the framing research or the decision by sampling. He has continued his research this year to test qualitative options that correlate with product evaluations. He plans to complete his manuscript this semester.

- **Dr. Krista Bridgmon, Associate Professor of Psychology Fall 2017**

Dr. Bridgmon created, and had accepted for publication, three journal articles in peer-reviewed e-books during her sabbatical. Two of the three articles included undergraduate students. Dr. Bridgmon also created five conference presentations for two different conferences based on her research. She presented at the American Psychological Association Division 2 in Phoenix, AZ and at the annual meeting of the Rocky Mountain Psychological Association Conference

in Denver, CO. Much of her research focused on classroom teaching methods to aid in teaching students (and teachers) compassion, emotional vocabulary, empathy, and self-care.

- **Dr. David Dillon, Assistant Professor of Chemistry** **AY 2017-2018**
During his sabbatical, Dr. Dillon worked on characterization of thermally labile intermediates in the singlet oxidation of organosulfides resulted in synthesis of the target substrate (1-ethylsulfanyl-1-methyl-ethyl) trimethyl silicate, in collaboration with a new graduate student, with ongoing efforts to purify and characterize it. He collaborated with students and other faculty-generated, new organic chemistry lab course experiments in EAS fluorination. This work resulted in a Project SEED poster presentation at the 2017 ACS Rocky Mountain Regional Meeting in Loveland, CO. A collection of class lab data detailing stereo specificity studies were completed, generating a poster at the 2018 ACS National Meeting with a manuscript in preparation for the Journal of Chemical Education. Dr. Dillon presented an oral presentation of "NMR Spectroscopy in the Undergraduate Curriculum" at the 2018 ACS National Meeting in New Orleans and authored instrument operating and troubleshooting manuals and instructional videos for four instruments in the organic chemistry instrument suite, which are used in both teaching and research. He also authored instructional briefs and videos for specialized techniques in the organic chemistry laboratory curriculum.
- **Dr. Aun Hassan, Associate Professor of Economics** **Spring 2018**
Dr. Hassan started two research projects during his sabbatical. The first project looked at the effects of exogenous shocks to the volatility of the S&P500 index. The second project was about the conditional variance of two Asian stock markets including the Shanghai stock exchange and the Hong Kong stock exchange and how they compared with Dow Jones Industrial Averages over the past decade. He was able to complete his first project during his sabbatical and submitted it to the Journal of International Finance and Economics. The paper is titled "Capturing the Asymmetric Impact of Negative Versus Positive Shocks to Volatility of a Major Index," and it was accepted for publication during Fall 2018 semester. It was also presented at the International Academy of Business and Economics (IABE) conference in Las Vegas in December 2018. Dr. Hassan continues his research on the second project and hopes to complete it during the Spring 2019 semester. This paper was also presented at the International Academy of Business and Economics conference in Las Vegas in December 2018. The title of this paper is "Analyzing the Behavior of Major Asian Indexes".
- **Dr. Dana Ihm, Professor of Music** **Fall 2017**
Dr. Ihm had the opportunity to conduct a choir in Munich, Germany during her sabbatical. The name of the choir is "Changing Voices," and they are an adult community choir in the Munich area. Dr. Ihm spent 8 weeks in rehearsal with the choir leading up to a Christmas concert which she helped conduct. She taught the choir some American choral music, including representative choral selections from folk music, spirituals and popular Christmas music. She has been studying the German language for some time, and was able to take an intensive course while she was there. During her stay, Dr. Ihm was also able to participate in High Mass on Advent Sunday at St. Agnes Catholic Church in Munich (sung completely in German). Her sabbatical leave has increased opportunities for future cultural and academic exchanges and partnerships thereby fostering the University's strategic goals of excellence, community outreach, cultural diversity and recruitment.

- Dr. Steve McClaran, Associate Professor of Exercise Science** **Fall 2017**
 During his sabbatical, Dr. McClaran worked to 1) complete a comprehensive analysis of the data collected by himself and his department for the Respiratory and Cardiovascular comparisons in nasal breathing versus oral breathing during both incremental and steady-state exercise, and 2) complete a comprehensive analysis of the data collected by his department for the value of Functional Movement Screen correctives versus a placebo program in improvement in FMS scores. Drs. McClaran, Dallam and Foust were able to submit and publish their findings from both projects in the *International Journal of Kinesiology & Sports Science*, and a second submission will be completed this spring for the *Journal of Sport Research*. Dr. McClaran worked with both students and faculty in his department and results are being implemented in their coursework here at CSU-Pueblo.
- Dr. Chris Messer, Associate Professor of Sociology** **Fall 2017**
 Dr. Messer completed a manuscript entitled, “The Destruction of Black Wall Street: Tulsa’s 1921 Race Riot and the Eradication of Accumulated Wealth.” This manuscript was submitted to American Journal of Economics and Sociology. He was contacted by the editor this fall to prepare the manuscript for a special issue that was published in spring 2018. Additionally, Dr. Messer began writing two manuscripts related to work on contaminated communities. Both are still under construction but will be submitted soon. “Living with Chronic Contamination: A Comparative Analysis of Divergent Psychosocial Impacts” is a cross-comparison study about the various social psychological impacts experienced by residents living in contaminated communities. Similarly, “Industrial Pollution and Acquiescence: Living with Chronic Remediation” uses the case of Cushing, Oklahoma to examine the long-term community dynamics associated with a Superfund designation.
- Dr. Kristy Proctor, Professor of Chemistry** **Fall 2017**
 The primary objective Dr. Proctor’s sabbatical was to initiate chemical education research through the development and future use of effective active-learning strategies and materials for the instruction of courses in General Chemistry (CHEM 121/122), and Quantitative Analysis (CHEM 317) At CSU-Pueblo. Dr. Proctor collaborated with the chemistry department at the University of Colorado-Boulder as they are currently utilizing active-learning strategies in their lower level chemistry curriculum. From there, Dr. Proctor was able to develop a course redesign and instructional materials for CHEM 121 at CSU-Pueblo which involved a partial flipped-classroom that incorporated peer-led group study. The innovative instructional method developed for use at CSU-Pueblo has been entitled *PackPrep Collaboration* and is an active-learning platform which draws upon many best practices within the chemical education research. The research has also provided an opportunity for future work to include the development of a series of video-clips to augment student preparation for the *PackPrep Collaboration* Sessions. The conceptual elements of these video-clips entitled *Chemistry Tails* has resulted in a copyright application (October 2017) which is currently pending with the US Copyright Office.
- Dr. Pam Richmond, Associate Professor of Social Work** **Fall 2017**
 During her sabbatical, Dr. Richmond planned to research, develop and author a handbook for publication aimed at helping child and youth care workers on topics relevant to working

in a variety of facility settings. She explored topics such as relationship boundaries, boundary ranges, and unavoidable boundary situations. To understand similarities and differences in how boundaries are viewed in other settings outside of child and youth care, some of the reading focused on prison settings, hospice, and military settings. Her research for this project is ongoing. Dr. Richmond was also actively involved with her colleagues in completing tasks for Restorative Justice (RJ) grants to include: making a training video, hosting a community stakeholder's meeting and writing the RJ section for an impact study. In addition, she helped conduct nearly weekly circle meetings at a local Pueblo elementary school.

- **Dr. Karen Yescavage, Associate Professor of Psychology** **Spring 2018**
During the spring 2018, Dr. Yescavage took a one-semester sabbatical and accomplished four significant professional endeavors. First, after having established a Think Tank Lab with a colleague, they were able to get CSU-Pueblo and PCC into a national study on housing and food insecurity in college students. Second, she conducted applied research at the syringe access center in Pueblo, for the Southern Colorado Harm Reduction Association; based upon these data, she wrote a grant for this community organization and was able to secure a \$25,000 grant for their syringe access center. Third, she was funded by CSU-Pueblo's Institute of Cannabis Research to conduct archival research county by county in the state of Colorado over the past five years to assess if opioid overdose mortality rates diminished in counties that allowed legal access to cannabis. Fourth, she is serving as the local host of the upcoming Pedagogy and Theater of the Oppressed annual international social and economic justice conference.

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section E.11 Appeal of Early Termination of Contract Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.11 Appeal of Early Termination of
Contract Faculty Appointments

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. The Senior Teaching Appointment no longer exists, thus the current Section E.11 (Granting of Senior Teaching Appointments) has no purpose and needs to be deleted.
2. We are proposing to insert this new section into the now vacated Section E.11. The proposed Section E.11 deals with non-tenure track faculty on contract appointments. A contract appointment is not an at-will employee. Thus, the early termination of such a contract should require more due process than the termination of an at-will employee. This new section creates such due process and strengthens the meaning of a contract appointment. Also, it makes sure that non-tenure track faculty have representation on the appeal committee.
3. Previously there have been very few faculty employment contracts across the campus. With recent changes to faculty appointment types, we now have a significantly larger portion of the faculty on contract appointments. Thus, it is logical that there will be appeals to early termination and an

appeals process is needed. A standard process will ensure equity in treatment across the colleges that make up our campus.

4. Both tenure track and non-tenure track faculty have access to the Grievance process. However, termination cannot be grieved (stated in sections K and E.15) thus, this Appeals Process was written to help ensure a level of due process if early termination of a contract appointment were to occur.

NOTE: This is a new section to the *Academic Faculty and Administrative Professional Manual*.

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2018-2019

E.11 Appeal of Early Termination of Contract Faculty Appointments (New Section February 8, 2019)

E.11 Appeal of Early Termination of Contract Faculty Appointments

A contract faculty member may appeal a recommendation to the President to terminate their appointment prior to the ending date of the contract. This section of the Manual sets forth the procedures for such an appeal. The University Grievance Officer (UGO) shall be charged with overseeing this appeal process. At the discretion of the UGO, any of the time limits in this section may be extended for reasonable periods. Such extensions shall be reported immediately to all parties concerned.

E.11.1. Initiating the Process

When a Recommendation to the President to terminate a Contract Faculty Appointment prior to the ending date of the contract is sent to the Provost, a copy of this Recommendation shall be provided in writing to the faculty member by the person making the Recommendation (hereinafter referred to as the Recommender). The faculty member then has ten (10) working days to submit to the UGO an Appeal in writing of this Recommendation, along with the Recommendation itself. If an Appeal is submitted within this time frame, then the UGO shall notify the Provost within three (3) working days, and the Recommendation shall not be sent to the President until the conclusion of the Section E.11 process.

If the faculty member fails to submit an Appeal within this time frame, then they shall forfeit the right to appeal the Recommendation for termination (unless the UGO decides that extenuating circumstances justify an extension of this deadline). If the Provost has not been notified by the UGO of an Appeal within twenty (20) working days of receiving the Recommendation from the Recommender, then the Provost may assume that no Appeal will be filed, and they may forward the Recommendation to the President for a final decision.

The Appeal should provide all of the information that the Appeal Committee (see Section E.11.2) will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Appeal. The Appeal Committee is not required to contact all of the persons listed in the Appeal. The UGO will review the Appeal to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Appeal to the Appellant for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Appeal from the Appellant, the UGO shall forward the Appeal to the Recommender and to the members of the Appeal Committee. The Recommender shall then have ten (10) working days to provide a Response. This Response should provide all of the information that the Appeal Committee will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Response. The Appeal Committee is not required to contact all of the persons listed in the Response. The UGO will review the Response to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Response to the Recommender for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Response from the Recommender, the UGO shall forward the Response to the Appellant and to the members of the Appeal Committee.

E.11.2 Appeal Committee

The Appeal Committee shall consist of the Vice Provost for Faculty Affairs, the Chair of Faculty Council, and the Chair of the Faculty Council Committee on Non-Tenure-Track Faculty. The Chair of Faculty Council shall serve as the Chair of the Appeal Committee. After receiving both the Appeal and the Response from the UGO, the members of the Appeals Committee shall begin their consideration of the Appeal. As part of this consideration, they shall meet with the Recommender, the Appellant, and any other persons that they consider relevant to their consideration of the Appeal. All three members of the Appeal Committee must be present at each of these meetings. At their discretion, the members of the Appeal Committee may request additional information from the Recommender

and/or the Appellant, and they may choose to meet more than once with some persons.

E.11.3 Report of the Appeal Committee

After the completion of the process described in Section E.11.2, the three members of the Appeal Committee shall meet to discuss the case and to reach a final decision by majority vote whether to support or oppose the Recommendation for the termination of the Appellant.

After the conclusion of this meeting, the Chair of the Appeal Committee shall prepare a final Report. This Report shall include the overall vote of the Appeal Committee and the reasons supporting its decision. If the vote was not unanimous, then the Report shall also summarize the reasons given by the dissenting member. The Report shall be submitted to the UGO within twenty (20) working days of the receipt from the UGO of both the Appeal and the Response by the members of the Appeal Committee.

E.11.4 Final Decision by the President

Within three (3) working days of receiving the Report from the Chair of the Appeal Committee, the UGO shall send the Report to the President, along with the initial Recommendation, the Appeal, and the Response. Within twenty (20) working days of receiving these materials from the UGO, the President shall make a final decision regarding the termination of the Appellant and send it in writing to the UGO. This written decision shall include the reasoning that supports the decision. The UGO shall forward this decision by the President to the Appellant, the Recommender, and the Provost. This decision by the President is final.

The Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Consent Item

MATTERS FOR ACTION:

Approval of the additional location for CSU-Pueblo to offer programs at the new
“Collaboration Campus” in Castle Rock, CO

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby
approves offering Colorado State University – Pueblo programs at its Collaboration
Campus, with current offices at 4700 Castleton Way, Castle Rock, CO, 80109.

EXPLANATION:

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

Planned programs at Collaboration Campus

The initial intent is to satisfy an unfilled demand for a Bachelor’s degree in Cybersecurity for
the South Denver and Castle Rock area. Other degrees will be added as further needs are
identified. The instruction and curriculum at the Castle Rock location will be supervised by
the administration, faculty and staff of CSU-Pueblo similar to all existing academic
programs.

Approved

Denied

Board Secretary

Date

The Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Action Item

MATTERS FOR ACTION:

Approval of the renaming of the School of Nursing and the Department of Exercise Science, Health Promotion and Recreation and approval of the academic structure for Health Sciences.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approves the proposed academic structure for governing and promoting Health Sciences at Colorado State University-Pueblo, including renaming the School of Nursing as the “School of Nursing and Health Sciences” and renaming the Department of Exercise Science, Health Promotion and Recreation as the “Department of Exercise Science, Physical Education and Recreation”.

EXPLANATION:

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

Academic Structure for governing and promoting Health Sciences

Health Sciences at CSU-Pueblo will be interdisciplinary, collaborative and utilize, to the largest extent, existing resources within the institution. The programs are at different stages of development. The list of programs is a good model for the principles of interdisciplinary collaboration. In order to support these programs, the following changes in administrative structure are proposed:

- The School of Nursing will be renamed The School of Nursing and Health Sciences. The School will remain in the College of Education, Engineering, and Professional Studies (CEEPS).
- The Health Sciences unit will be in CEEPS and will be aligned with the School of Nursing and Health Sciences. It will have a Director who will sit at the Chairs meeting in CEEPS and work closely with the Associate Dean of the School of Nursing and Health Sciences. The Health

Promotion/Public Health emphasis and Pre-Athletic Training emphasis and the Master in Athletic Training will shift from Exercise Science to Health Sciences.

- The Health Sciences unit will administer the BS in Health Science and the MS in Athletic Training.
- The Department of Exercise Science, Health Promotion and Recreation will change its name to the Department of Exercise Science, Physical Education and Recreation and will retain a chair and have a seat at the Chairs meeting in CEEPS.

CEEPS Organization Chart

Dean of CEEPS

- School of Nursing and Health Sciences
 - Associate Dean for Nursing
 - Director of Health Sciences
- Engineering
 - Engineering Chair
- Engineering Technology, Construction and Automotive Industry Management
 - ET, CM, AIM Chair
- Exercise Science, Physical Education and Recreation
 - EXPER Chair
- Teacher Education Program
 - Associate Dean for Teacher Education

Approved

Denied

Board Secretary

Date

Section 11

Strategic Mapping

Strategic Mapping Update

February 8, 2019



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 CenterTodos SantosAllied Health ProfessionsUniversity PartnershipsWorkforce	<ul style="list-style-type: none">AcademicOperational	<ul style="list-style-type: none">Government RelationsPartnerships/Engagement
Outcomes	Student Success, Fiscal Strength, Community Impact		
System	Institutional Strategic Plans		



National Western Stock 2019



National Western Stock 2019

By the numbers

701,656 Visitors in 2019 – third highest attendance (100th anniversary record 726,972 in 2006)

More than 700 attendees at CSU Day rodeo

CSU booths hosted by 17 different outreach groups from campus groups and departments

Ag Ambassadors ran continuous shifts on the CSU 3rd floor booth

CSU Students partnered with commodity groups to run Ag Adventure

25 students in CSU Upward Bound program at Bruce Randolph School were hosted by CSU at the Mexican Rodeo

Social media highlights included: Reach, 143,127 (# of unique users who viewed posts with our hashtag); Impressions, 569,617 (# of times users have seen posts containing our hashtag)

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University at NWC

Water Building

Design Update

Concept Design and CSUC Integration documents received. Current focus on energy and water design.

Concept estimating underway.

Construction Update

CM/GC Procurement: Awarded February 1, 2019.

Funding Update:

COP Funds Received.

CSU Center

Design Update

A/E Request for Qualifications received. Interviews scheduled for February 12. Four firms being considered. Selection anticipated in February, 2019.

Construction Update

CM/GC Procurement: Awarded February 1, 2019.

Funding Update

COP Funds anticipated in 2019.

Animal Health

Design Update

Program and adjacency workshops ongoing. **Concept Design:** Review anticipated late February, 2019.

Construction Update

CM/GC Procurement: Awarded February 1, 2019.

Funding Update

COP Funds anticipated in 2019.

Multi-Project Procurements

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

Colorado State University at NWC

Community Engagement Highlights

A few 2019 highlights:

- A CSU speaker series has professors visiting BRS to speak about their areas of expertise in Civics and Human Geography courses.
- “Road to CSU” Event at Bruce Randolph was held on January 14: first-year, full-day, interactive event for the entire freshmen class to learn about college as a viable option.

Partnership recap 2018:

- 16 non-profits or schools in the GES area.
- CSU attended, provided programming, or supported 33 partner events in GES, and hosted nine events in GES during 2018, for a total of 42 events with CSU presence.

Todos Santos



Board of Governors Retreat

Draft Agenda

Wednesday, June 12, 2019	Thursday, June 13, 2019	Friday, June 14, 2019
	9:00 – 12:00 Vision and Strategy for National Western Center Include tour?	9:00 – 12:00 Priority setting, goals and expectations
	Lunch	
1:00-5:00 Denver and Colorado Panel – economy, growth, demographics	1:00-5:00 National Leader or DC Think Tank led discussion – pressing topics in higher ed	
Dinner – Invite Guests from Governor’s and Mayor’s offices	Dinner – Select Denver area Alums – thoughts, experiences and ideas for the System	



March 13-14, 2019

Kick-off & Reception: March 13, 5:30-7:30 p.m.

Program: March 14, 8 a.m.-5:30 p.m.

Gaylord Rockies Resort & Convention Center, Aurora

COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS





COLORADO CAPITAL CONFERENCE

June 5-7, 2019 • Washington, D.C.

Co-hosted by
U.S. Senator Cory Gardner (R-CO) and
U.S. Senator Michael Bennet (D-CO)



coloradomesa.edu/capital-conference

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 12

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

February 8, 2019

CSU-System Wide

- Continued efforts toward strategic implementation of an integrated Student Information System (SIS).
- The first edition of *State*, the new CSU System magazine, was released in December; the second edition will be summer 2019.
- Re-calibrating the efforts of the System Wide Industry Partnerships Council for strategic value for all system institutions.
- Hosted Mark Askren, VP IT, University of Nebraska, on January 18, 2019, to explore and discuss different System IT models.

Campus Updates

- The work of the Presidential Search Advisory Committee continues in regard to the search for a new CSU President.
- Work with CSU-Pueblo is ongoing through BFS Kauli for improved systems and controls.

CSU System Government Affairs – Federal

- Chancellor Frank and Executive Vice Chancellor Parsons continue to engage with the Colorado congressional delegation when possible.
- Staff at the campus and System level analyzed the impacts of the extended partial government shutdown and communicated with impacted projects and employee groups as needed. We remain in discussion with our lobbyists and representatives as the government works on a long-term agreement to keep the government open.

CSU System Government Affairs – State

- Meetings with key members of the Legislature, local delegations, and new legislators continue.
- Chancellor Frank, Executive Vice Chancellor Parsons, President Mottet, CSU CFO Lynn Johnson, and CSU-Pueblo Karl Spiecker participated in the annual Capital Development Committee (CDC) hearing December 12.
- The annual Joint Budget Committee (JBC) hearing was held January 11, attended by Board Chair Munn, Chancellor Frank, Executive Vice Chancellor Parsons, and President Mottet.
- The CSU System and its partners hosted members of the General Assembly at the National Western Stock Show January 22 for an informational lunch on the project.

Statewide Partnerships:

- Chancellor Frank attended the Boettcher Foundation Board Meeting December 12, 2018.

- Executive Vice Chancellor Parsons presented on the National Western Redevelopment, together with partners from NWSS and the City of Denver, at the Denver Metro Chamber Public Affairs Committee December 14, 2018.
- Chancellor Frank attended the NWSSA board meeting December 13, 2018.
- Chancellor Frank and EVC Parsons attended the National Western Authority Board meeting December 20, 2018 and January 31, 2019.
- Chancellor Frank and EVC Parsons attended the National Western Center and City Council dinner January 10, 2019.
- Chancellor Frank and EVC Parsons hosted tables at Boots 'n Business and Citizen of the West during the National Western Stock Show.
- Chancellor Frank hosted a private luncheon with key city and NWSS officials for Senator Ben Nighthorse Campbell at the National Western Stock Show January 25. The purpose was to discuss Native American participation and representation at the National Western Center. National Partnerships.
- Chancellor Frank attended the board meeting of the NCAA Division I.

Section 13

Consent Agenda

- Colorado State University System
 - Minutes of the December 5, 2018 Meeting and Committee Meetings
 - Minutes of the December 6, 2018 Meeting and Committee Meetings

- Colorado State University
 - New Degree Program: Graduate Certificate -Business Management
 - New Degree Program: Graduate Certificate - Water Resources
 - Faculty Manual Revision – Section E.11

- Colorado State University – Pueblo
 - New Degree Program: B.A. in Humanities and Social Sciences
 - New Program offerings at “Collaboration Campus” in Castle Rock

- Colorado State University Global Campus
 - New Degree Program: Graduate Certificate - Instructional Architecture

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University System, Denver
December 5, 2018**

CALL TO ORDER

Chair Munn called the meeting to order at 9:01 a.m.

ROLL

Governors present: D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Dennis Flores; Steven Gabel; Mark Gustafson; William Mosher; Dorothy Axelson, Student Representative, CSU-Global Campus; Susan Belpert, Faculty Representative, CSU-Pueblo; 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, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System

System Staff present: Melanie Geary, Executive Assistant; Adam Fedrid, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Mohamed Abdelrahman, Provost, CSU-Pueblo; Brett Anderson, Special Assistant to the President, CSU; Albert Bimper, Jr., Senior Associate Athletic Director for Diversity and Inclusion, CSU; Stephanie Chichester, President, North Slope Capital Advisors; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Karen Ferguson, Provost and Vice President of Strategic Innovation, CSU-Global Campus; Mark Gill, Chief of Staff, CSU; Sarah Greichen, Founder, Score A Friend; Yvonne Harris-Lott, Manager of Compliance, CSU-Global Campus; Kathleen Henry, President/CEO, CSURF; Margaret Henry, Treasurer, CSU System; Donna Souder Hodge, 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; Greg Hoye, Executive Director for Marketing and Community Relations, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Steve McDonnell, Director of Athletic Academic/Student Services, CSU; Tom Milligan, Vice President for External Relations, CSU; Bridget Mullen, Director of Budget and Finance, CSU System; Joe Parker, Athletic Director, CSU; Kathay Rennels, Associate Vice President for Engagement, CSU; Dave Ryan, Director of Business Financial Services and Controller, CSU; Shalini Shanker, Senior Associate Director for Compliance, Athletics, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Niki Whitaker, Chief of Staff, CSU-Pueblo

PUBLIC COMMENT AND BOARD CHAIR'S AGENDA

Chair Munn convened the meeting and confirmed no one signed up for public comment. He then reviewed the meeting agenda.

AUDIT AND FINANCE COMMITTEE

Update on the CSU-Pueblo Accounting Issues: Committee Chair Robbe Rhodes convened the committee meeting and asked Dr. Frank to begin the discussion on the CSU-Pueblo accounts reconciliation report. Dr. Frank explained the presentation would address the work accomplished over the last several months on the negative account variances that were detected through the implementation of an automated financial system.

Ms. Serrano indicated that an audit was initiated to determine if the deficit identified in CSU-Pueblo's capital assets sub-funds was accurate and to determine why the deficit occurred and was not detected in a timely manner. Other objectives were to determine if state funds were used appropriately; to determine if there was any evidence of fraud; to determine what internal control improvements were needed; and to determine if underlying risks are addressed in the corrective action plan developed by the CSU-Pueblo management.

The audit confirmed there was a \$7.9 million negative cash balance in the capital assets sub-funds, primarily attributable to two projects, with the financing costs not properly budgeted and debt service payments made without a designated funding source. State appropriations received for the projects were properly expended. The deficits occurred and were not detected in a timely fashion due to missing or inadequate internal controls, and the accounts were not properly monitored nor did variance analyses occur. No evidence of fraud was identified within the scope of the Internal Audit (IA) review.

Ms. Serrano reviewed the ten recommendations made to improve controls over the accounting, budgeting and staffing processes that focus on the underlying conditions. The recommendations include mandatory training; implementation of best practices through written policies and procedures with roles and responsibilities clearly defined; a strategic human resources management effort to recruit and retain qualified personnel; establishment of continuous monitoring controls; implementation of procedures to monitor vendor contracts and guaranteed performance clauses; examination of all old and inactive projects accounts to ensure appropriate clearance and closure; and, in collaboration with CSU, the reconciliation of all other general ledger accounts to determine if there were other deficits.

Ms. Johnson reported that, following the initial IA audit results, a full reconciliation of all CSU-Pueblo accounts was completed with assistance by Mr. Ryan and his staff at CSU. Services were also provided by Rubin Brown, a third party external accounting firm. She summarized the breadth of the overall project and reported 100% of the accounts have been reviewed for potential negative financial impacts. CliftonLarsonAllen, the external auditors retained by the state to complete the CSU System (CSUS) annual audit, has been made aware of the circumstances. Multiple variances across different accounts were identified and will be actively managed.

Ms. Johnson outlined the path forward that includes hiring and training personnel with assistance through CSU to ensure appropriate skill sets; temporary transition of work to CSU and potential reassignment of some work due to complexity; assessment of organizational structure to ensure appropriate staffing; and establishment of internal processes and team assignments under the oversight of the new CSU-Pueblo controller and the Deputy CSUS CFO through a process similar to CSU's. When asked about the CliftonLarsonAllen response, Ms. Johnson responded the firm indicated this was an internal issue that would not impact the overall opinion on the CSUS financial statements.

Dr. Mottet reviewed the management plan addressing the proposed resolution for the variances in numerous accounts that includes the \$7.9 million in capital accounts, utilizing existing accounts and related balances. After discussion by the Board members and staff, Chair Munn suggested that, based upon the conversation, there was a consensus of understanding around the issues and the level of work

completed, and Committee Chair Robbe Rhodes concurred. Specific additional strategic information on the reserves was requested and would be presented later in meeting during the CSU-Pueblo reports to understand the impact and support the conclusions. Further discussion and action were postponed until later in the meeting.

Status of FY 2018-19 Audit Plan and Audit Reports Issued: Ms. Serrano stated that, since the last meeting, a report was issued for the CSU Athletics compliance audit with seven areas in the scope of the project and six recommendations made to improve controls. A special, small scope consulting project was completed for the CSU College of Business and a memo was issued to the two requesting parties to close out the project. The CSU INTO audit is ongoing with an extension of the timeline due to a risk identified during the course of the review that prompted additional testing. The CSU-Global Campus cloud computing and the CSU-Pueblo human resources audits are also ongoing. An entrance conference was held for the CSU College of Veterinary Medicine and Biomedical Sciences financial and IT audit. Seven informal memos have been issued for smaller special projects that do not warrant a stand-alone audit, but require a level of follow-up or consultation. Audits have also been initiated for the CSU Research Foundation and CSU Foundation operating agreements, and for the physical security and access to facilities for on-campus children's programs at CSU.

Past Due Recommendations: There are five overdue recommendations for the CSU Veterinary Teaching Hospital due to the delay of implementation of the new hospital management system, which has delayed implementation of the internal control improvements that are to be built into the new system. There are also two overdue recommendations for the CSU financial commitments audit with a revised target date for the end of December, 2018. There are no concerns with the overdue recommendations.

When asked about carryforward items and initiation of new audits during the current fiscal year, Ms. Serrano explained how all items in the audit plan have been identified as high risk and the projects need to be aligned with availability of staff with specific skill sets. Additionally, special projects that are urgent and need immediate action have an impact on the audit plan and staffing availability.

The committee meeting recessed for a break at 10:36 a.m. and reconvened at 10:48 a.m.

FY 2020 Governor's Budget Request: Mr. Sobanet reported that, as required by statute, Governor Hickenlooper submitted his budget request by November 1st. The request includes \$120.9 million in the General Fund to increase affordability and improve outcomes for students. Higher education institutions would receive \$97.7 million with the caveat of no tuition increases and \$23.3 million would be allocated for need-based financial aid. Based on the current model, the CSUS would receive \$19.4 million in new funding.

The budget request also includes \$6.5 million for a new Colorado Teacher Scholarship to address teacher shortages and the CSUS would be eligible to receive block grants if the program is implemented. Additionally, \$74.2 million has been requested for capital construction projects that would include the CSU Shepardson building renovation and addition. Governor-elect Polis will have an opportunity to amend the request prior to legislative approval.

FY 2019 First Quarter Financial Statements: Ms. Johnson noted there were financial statements for the CSUS, the Board, and each of the three institutions. While CSU-Global Campus' revenue line was down from projections, the university has done well in managing operating expenses while moving forward with the 2.0 initiatives. The difference in anticipated student enrollment has resulted in a reduction in the amount generated through Pell grants. When asked about the impact of a healthy economy and lower unemployment rates, Dr. Takeda-Tinker responded that procedures, processes and policies have been adjusted to address the challenges with an increasingly competitive market.

FY 2020 Campus Budget Presentations: Mr. Sobanet deferred the presentations to each of the campuses.

Colorado State University: Ms. Johnson described the three scenarios presented with varying levels for state funding, resident undergraduate tuition increases, salary/benefit pools, and quality enhancements. Dr. Frank commented on the variability of the assumptions and the lack of progress made for faculty salaries that is a key priority, and provided examples of quality enhancements, i.e., investments to address accreditation issues and a centralized human resources function to provide training and staff development opportunities.

CSU-Pueblo: Mr. Spiecker reported the draft budget was modeled on the same three scenarios and includes a projected 3.2% decline in enrollment. Based on updated calculations, fringe benefit rates have been adjusted with an overall impact of \$837,000, and each of the scenarios reflects a shortfall. Dr. Mottet had convened a President's Budget Advisory Committee through a process of shared governance to balance the current year's budget and the group will be reconvened to discuss strategies to balance the FY 2020 budget.

When asked about timing for state budget modifications by the new administration, Mr. Sobanet speculated at least six weeks would be needed and noted the challenges that may arise with any efforts to redo the funding model. Dr. Frank indicated an Audit and Finance Committee meeting may need to be scheduled between the February and May meetings in order to ensure the Board is fully informed before taking action on the budgets.

CSU-Global Campus: Mr. Warr reported there were no changes in the draft budget from previous presentations. With monthly starts, there are opportunities to adjust the level of intentionality and training for the enrollment team and changes are anticipated in the next quarter. Through the improvements being implemented with the 2.0 initiatives, 12,600 new enrollments are projected for the next fiscal year.

CSUS Reserves Report: Committee Chair Robbe Rhodes asked that the reserves update be presented with the action on the reserves withdrawal postponed until later in the day.

Dr. Frank recalled how the formula for determining the amount of reserves was developed and reviewed the Board reserves reconciliation report with the 2017 and 2018 withdrawals, the 2019 proposed withdrawals, and the remaining balances. The decision had previously been made to retain a minimum of \$50 million in the reserves in order to maintain the financial ratios and to support flexibility, while not retaining too large an amount of unrestricted reserves during a time of constrained resources. He then reviewed the reserve commitments report that was redesigned to reflect the priorities set at the June retreat. There are national best practices and guidelines embedded in the Board's reserves policy to ensure the campuses retain the balances needed at the institutional level and the Board reserve is designed to be more strategic rather than operational. Ms. Johnson added that the deployment of the reserve is at the Board's discretion and the timing of the calculations on the annual increase and withdrawals correlates with the audited financial statements.

Approval of the Revised FY 2020 State-Funded Capital Construction Priority List: Mr. Sobanet explained the submittal and approval process for the list. The third CSU building at the National Western Center (NWC) has been added to the list and the three NWC buildings are listed as non-prioritized because, based upon legislation passed in 2015, the construction of these buildings will be paid for by state-issued COPs. The completion of the CSU Shepardson building renovation and addition is listed as the CSUS top priority. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Flores seconded; and the motion carried unanimously.

Annual Approval of CSURF Capital Lease: Dr. Frank stated this a capital leasing process operated by the CSU Research Foundation on behalf of the CSUS institutions and annual approval is required by IRS regulations. **Motion/Action:** Vice Chair Tuor made the motion; Governor Jordan seconded; and the motion carried unanimously.

Approval of Stadium Net Revenues Resolution: Ms. M. Henry reported the resolution adds the stadium net revenues as pledge revenues to the master resolution that basically is the loan document governing all of the CSUS bonds and defines the facilities that produce the revenues pledged as securities for the bonds. **Motion/Action:** Governor Mosher moved to approve; Governor Jordan seconded; and the motion carried unanimously.

CSUS Credit Profile and Debt Capacity Presentation: Ms. M. Henry noted the CSUS debt management policy requires periodic review of the debt capacity. There is no specific number that defines the debt capacity; there are benchmarks and rating agency methodologies that guide the evaluation.

Ms. Chichester commented on how debt capacity cannot be viewed in isolation and is only one of three factors that drives the credit rating and credit quality, and debt capacity is always changing based on factors such as enrollment, tuition and other revenues. She reviewed the current annual debt service structure as of September 1, 2018, with 24 debt issuances outstanding, and the state intercept-backed debt service. While the debt management policy does not manage debt to a particular rating, stress testing is done to determine how much additional debt could be layered in before the current bond ratings are in jeopardy.

In response to a question, Ms. Chichester explained how the rating agencies roll the PERA liability into the comprehensive debt for the CSUS. She reviewed the Moody's commentary for the CSUS Aa3 credit rating and factors that could lead to either an upgrade or downgrade, and described how the CSUS reputation, net income, and ability to grow and diversify revenues can be leveraged. With the increase in the debt service over the past decade from 2% to 5% of the budget, there is now less flexibility and greater scrutiny by the rating agencies. Mr. Sobanet commented on how the analysis and understanding of the drivers would be used to inform senior management to plan strategically and model different revenue scenarios.

CSUS Treasury Investment Update: Ms. M. Henry recalled that, based upon the investment policy, the investments were divided into three tiers. As of the end of October, the long-term Tier III investments in the amount of \$220 million were completed. Brown Brothers Harriman has been selected as the Tier II investment manager; the process is underway to select a custodian bank that is required to have separately managed funds; and the intent is to have the \$55 million in Tier II funds invested by approximately the end of March, 2019. While there was a recorded, unrealized loss in the Tier III investments as of the end of October, the overall operating portfolio has increased from \$480 million at the beginning of the current fiscal year to \$565 million.

Mr. Sobanet commented on how the CSUS Investment Advisory Committee advised on the allocation of the Tier III funds investment and, while there was a recent recorded loss, the investments are meant to be viewed in the long-term. Ms. M. Henry noted the Tier III asset allocation is 60% equity and 40% fixed income.

The meeting was recessed for lunch at 11:55 a.m. and reconvened at 12:20 p.m.

LUNCH PRESENTATION

Governor Lenk introduced Ms. Greichen, a sophomore in the CSU College of Business, whose team recently won second place at the OtterBox Ethics Challenge competition. Following a video presentation, Ms. Greichen described how she founded Score A Friend to advance inclusion of youths with all levels of abilities and provided an overview of the organization.

COLORADO STATE UNIVERSITY REPORTS

Student Report: Governor Syron highlighted from the written report the ongoing work for a new restorative justice program; the challenges, process changes, new location and success of the student tailgating; progress on the Me+3 initiative and the discussions on how to move the initiative forward for community approval; and efforts to secure support of the Fort Collins police for same day party registration and related conversations with the Lory Student Center IT staff on potential implementation.

Faculty Report: Governor Lenk reported efforts continue to develop a new faculty teaching evaluation form based upon the latest research on student learning, and noted the concerns with the online student course evaluations that will be utilized for the current semester. On behalf of the faculty, she expressed appreciation to the CSU Presidential Search Advisory Committee for providing additional listening sessions and emphasized the issues presented on student to faculty ratios, maintenance and expansion of the university's premier research reputation, commitment to campus sustainability efforts, and the prioritization of access to higher education by all citizens. Governor Lenk commented that the faculty believes the university has continued to grow in greatness because of the strong land grant character and values, and the communication skills exhibited by Dr. Frank. She concluded her report by sharing details on the OtterBox three-stage ethics and business values case competition.

President's Report: Dr. Frank highlighted from the written report CSU's rankings by *Military Times* for the university's veterans-oriented programs, and the Colorado Veterinary Loan Repayment program to assist rural veterinarians in repaying part of their college debt. In response to questions at the August meeting related to academics for student-athletes, a presentation was prepared under the direction of Athletic Director Parker and Dr. Hughes who oversees all of the student-athlete work programs. Mr. Parker remarked on the unique alignment of student-athlete support services that are highly collaborative to drive the success for the student-athletes. Mr. Parker then introduced Ms. Shanker.

Ms. Shanker reported the data presented at the August meeting was for the 2010-11 cohort. She reviewed the 2011-12 cohort data which became available in November and reflects the historically highest six-year graduation rate at 73% and an increase in the NCAA graduation rate to 85%. Student demographics indicate there is a larger percentage of Pell recipients, underrepresented minorities, first-generation and non-resident student-athletes compared to the non-student-athletes. Student-athletes generally have a similar CCHE index score as the regular student population; there is a larger proportion that fall below 100 in the index who are often first-generation students; and graduation rates reflect the success of educating and graduating these student-athletes.

Dr. Hughes commented on the large proportion of students that are not academically prepared and, beginning with the admissions process, there is a holistic team approach to ensure student success. There is a higher undergraduate second to third year fall retention rate for student-athletes compared to the non-student-athlete population; the six-year graduation rates are similar to the non-student-athletes; and GPAs for the first-generation student-athletes is similar to their non-athlete peers. A summary of the student-athlete support services was provided. Processes to improve student success continue to be developed. Dr. Hughes then introduced Mr. McDonnell.

Mr. McDonnell reviewed the staff positions in student-athlete support services and highlighted specific academic support and skill development services that are provided, i.e., objective-based learning programs in the Anderson Academic Center that are monitored; course-based tutoring; and academic mentors. Statistics were shared on the average number of student hours per week for the academic support with a weekly total of 513 hours. He then introduced Dr. Bimper.

Dr. Bimper provided an overview of the IU 193 seminar bridge course for freshmen; the new IU 171 seminar bridge course for transfer student-athletes that will be launched in spring 2019; and the key communities course that offers support in a range of topics and engages the student-athletes with other students from across the university. Other initiatives include on-campus summer internships and research opportunities; the John Mosley leadership program focused on holistic development of student-athletes of color; career development with a Declare Your Futures Day; a new Green & Global project to encourage students to think about sustainable development in home communities located in other parts of the world; and the Rambition program focused on the unique experiences of female student-athletes. A video was viewed that featured student-athletes sharing their unique stories and what it means to be a student-athlete at CSU.

Dr. Frank commented on the current pressures on the intercollegiate athletics model with the amateur status of student-athletes and noted the model will continue to work as long as student-athletes succeed academically and value the degrees obtained. When asked about the number of student-athletes at CSU, Mr. Parker responded there were 380 in sixteen varsity programs.

Chair Munn expressed appreciation for the presentation and then indicated the meeting would now move back to the reserves discussion.

AUDIT AND FINANCE COMMITTEE *(continued)*

Chair Munn asked Dr. Mottet to provide the additional minimum reserve balances as requested. Dr. Mottet reported that, after further analysis, the preferred E&G reserve balance is \$2.6 million due to a variety of unplanned maintenance issues and the volatility of enrollment. With progression of the visioning process and potential growth, the preferred balance for DCE/DCE Support is \$2 million to ensure various initiatives that require curriculum development, facility and IT upgrades, and marketing are able to move forward. Dr. Frank summarized and confirmed with Dr. Mottet that the analysis reflects an additional \$100,000 in the E&G and \$900,000 in the DCE reserves be retained and the other reserve amounts remain as originally brought forward.

Approval of Withdrawal from the Board Reserves: There was discussion on the utilization of the KTSC corpus; operational use of reserves vs. investments in strategic initiatives; and the CSU-Pueblo sustainability plan with the new academic programs and strategic visioning. Chair Munn asked for a motion to adopt the reserves resolution as drafted. **Motion:** Governor Mosher made the motion and Vice Chair Tuor seconded. Chair Munn asked for a motion to amend the resolution to change the amount for the CSU-Pueblo sustainability portion from \$2,594,330 to \$3,594,330. **Motion/Action:** Governor Robbe moved; Governor Flores seconded; and the motion for the amendment passed unanimously. **Action:** Chair Munn called for the vote on the overall motion to approve the reserve allocation and the motion carried unanimously.

Action on Withdrawal and Use of the Principal of the Walking Stick and KTSC Quasi-Endowments: General Counsel Johnson read the matter for action to be taken in accordance with Board Policy 207. **Motion/Action:** Vice Chair Tuor made the motion; Governor Gabel seconded; and the motion carried unanimously.

CSU-PUEBLO REPORTS

President's Report: Dr. Mottet announced the football team won the RMAC championship and made it to the second round of playoffs for the NCAA Division II championship. CSU-Pueblo has been designated as the first Purple Heart university in the state through a process that required meeting different criteria and the training of faculty and staff on a variety of issues that challenge veterans and active military personnel.

The written report provided highlights on the fall 2018 enrollment and retention, and the spring 2019 enrollment that is trending positively is being closely monitored. The Doctorate of Nursing Practice, the university's first doctoral program, has received HLC approval, and \$16.8 million was received from the state to renovate the Psychology Building that will be transformed into a Center for Integrated Human Health and Humanities. In response to a question on personnel gaps, Dr. Mottet commented on the turnover in Business Financial Services and noted there are also vacancies for the registrar and a new chief information officer that will soon be filled.

Vision 2028 Update: Dr. Mottet recalled the charge to develop a new vibrant and bold vision, and the work that was completed to develop the vision. The update focused on the concepts to operationalize the new vision that will then be converted into strategic initiatives to be presented in February and the necessary investments with a pro forma to be presented at the May meeting. He provided an overview of the funding challenges for regional comprehensives whose primary roles are teaching and learning, serving underrepresented students, and assisting with regional work force development and cultural enrichment.

Vision 2028 is focused on developing a college to work model that evolves from the Pueblo heritage with a pathway to streamline the transition from college to industry. Characteristics and differentiators of this model are innovative financial aid; dynamic curricula developed through industry partnerships with opportunities for career exploration; and creation of competencies and outcomes based on innovation, entrepreneurialism and problem-solving to ensure the success of graduating students. Concepts envisioned include yearlong courses to develop the necessary skills with embedded learning opportunities, such as internships, and culminating in capstone projects that are intellectual property developed by the students.

The entire vision is essentially a sustainability plan and work is underway to determine what net revenues will be needed at the end of each fiscal year to reinvest in the development of the faculty and staff, the student experience, and the quality of teaching and learning. The strategic initiatives will be focused on the metrics of enrollment, retention, completion and placement. Opportunities to assist with diversifying the economic development of Pueblo and southern Colorado are being identified.

Dr. Mottet reviewed the primary drivers and eight guiding principles in the CSU-Pueblo Works concept that includes different categories of students, environment, experiences, and access and affordability. Concepts in development include occupational education with opportunities for credit for work; a formalized graduate school with applied, market-driven graduate programs; and an onboarding academy with an assessment process for every student to develop individual pathways and outcomes, and for employees with professional development plans and mentors. Other ideas being developed are geared towards unique student experiences for first year and transfer students; professional learning studios; expanded continuing education opportunities; career exploration; and a Downtown Innovation Center to bridge the gap between the community and the campus. Access and affordability are central to the vision and a concept under consideration would be to hire more students to work on campus with a wraparound curriculum and applied credit for tuition.

Dr. Mottet concluded his remarks by reiterating that the concepts being developed will be translated into strategic initiatives for presentation at the February meeting and followed by the development of the pro forma for presentation at the May meeting. In response to questions on realigning academic programs, he explained how certain programs and initiatives will no longer fit within the new guiding principles and communication efforts will be undertaken to ensure understanding the context of the decision-making processes. Dr. Mottet also responded to questions on the early retirement initiative with a defined process to reinvest funds in academic programming, and the model being developed in the sustainability plan to reinvest in staff and address equity issues based on national benchmarks.

Student Report: Governor Taylor highlighted from the written report efforts to increase the capacity of the Pack Pantry to help students seeking aid for food and toiletries, and the actions taken to more efficiently distribute funds for the Student Emergency Fund that is administered through the CSU-Pueblo Foundation. He noted there is a Career Closet next to the Pack Pantry that provides professional attire to students who are unable to afford such attire for meetings and interviews.

Faculty Report: Governor Belpert commented on the equity studies and the work of the Faculty Compensation Committee with Provost Abdelrahman to address the salary issues with new faculty hired at higher rates than longer-term faculty. The Graduate Studies Board has been meeting frequently and the university will be moving towards an electronic application process to improve response time and customer service. Through the HLC Assessment Committee, work has been undertaken to examine the syllabus template in conjunction with the measurements of student learning and program outcomes from across the campus. There have been conversations without any conclusions on whether a fall break would be beneficial to students.

Seven current students are being transitioned into the new Doctorate of Nursing Practice program with the first two graduates anticipated in May 2020, and the masters degree reaccreditation is scheduled for the spring. Based upon a question, Dr. Belpert described national trends and the curriculum for the Doctorate of Nursing that is a clinical doctorate degree, not a Ph.D., with high demand for nurse practitioners in rural communities.

CSU-GLOBAL CAMPUS REPORTS

Student Report: Focusing on student success and satisfaction, Governor Axelson remarked that non-traditional students return and complete their college degrees mainly for jobs, advancement and increased income, and to learn new skills. Costs and return on investment are important and CSU-Global Campus offers numerous options to keep costs low, i.e., locked-in tuition rates, digital textbooks, and accelerated learning experiences. The university also offers degree specialization options to help meet market needs.

Faculty Report: Governor Smith provided an overview of the three-phase faculty selection process that begins with the application, credentialing and interviews. Faculty-candidates that pass through the application process complete the faculty certification course to learn the policies, learning management system and expectations. After that phase, faculty-candidates enter a third phase that has them teaching a mentored course with a faculty mentor that evaluates the faculty-candidate and, if appropriate, the mentor then forwards a recommendation to hire, dependent upon background checks and completed paperwork. In addition to teaching, newly hired part-time faculty also participate in 2.0 initiatives and in other ways that include service on committees and task forces, contributing to curriculum development, and development of new university initiatives. Every year all faculty are reassessed and re-credentialed.

President's Report: Dr. Takeda-Tinker clarified that CSU-Global Campus' PLA program offers students a low-cost pathway to provide a portfolio project that is then evaluated by program faculty against course learning outcomes to determine if credit can be awarded. There is also another alternative pathway for

Self-Study Assessment courses, formerly referred to as CBE courses, that provides students with free access to learning shells and self-assessments, to prepare for a proctored exam which can lead to collegiate credit.

Dr. Takeda-Tinker reported that, as part of the ongoing 2.0 initiatives and to address the increasing growth and global presence, a new compliance department has been created to provide assistance with the global market requirements relative to risk abatement, laws and regulations. She acknowledged Ms. Yvonne Harris-Lott for her work, and thanked Mr. Warr for his leadership to create the new department. A video describing how the new compliance department informs the university's leadership on new laws, standards and requirements across all functions to ensure operational quality was viewed. A second video was shared to provide an overview of the new recruiting department and the new technology utilized. Dr. Takeda-Tinker acknowledged the work of Ms. Erin Davis in the ongoing development of the department. She concluded her report by inviting the Board to participate in the December 8th Virtual Commencement which will be CSU-Global's first virtual interactive commencement with over 2,000 participants registered.

EXECUTIVE SESSION

Chair Munn indicated the meeting would recess for a break and then reconvene in executive session for the Real Estate/Facilities Committee and the general executive session in the first floor conference room at 3:00 p.m. **Motion/Action:** Governor Jordan moved to convene in executive session; Vice Chair Tuor seconded; and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for discussions pertaining to the purchase or sale of property and nominations for honorary degrees and naming of buildings, and for the purposes of receiving the litigation report and legal advice, all confidential as set forth in the meeting notice. The meeting recessed for the break and was concluded after the executive session at 4:00 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM MEETING
Colorado State University System, Denver
December 6, 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; Dorothy Axelson, Student Representative, CSU-Global Campus; Susan Belpert, Faculty Representative, CSU-Pueblo; 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, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System

System Staff present: Melanie Geary, Executive Assistant; Adam Fedrid, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

Guests present: Mohamed Abdelrahman, Provost, CSU-Pueblo; Brett Anderson, Special Assistant to the President, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Feeley, Brownstein Hyatt Farber Schreck; Karen Ferguson, Provost and Vice President of Strategic Innovation, CSU-Global Campus; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Donna Souder Hodge, 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; Greg Hoye, Executive Director for Marketing and Community Relations, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Tom Milligan, Vice President for External Relations, CSU; Alan Rudolph, Vice President for Research, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Leslie Taylor, Vice President for Enrollment and Access, CSU; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Niki Whitaker, Chief of Staff, CSU-Pueblo

Chair Munn reconvened the Board meeting and asked Governor Gustafson to reconvene the Real Estate/Facilities Committee meeting.

REAL ESTATE/FACILITIES COMMITTEE *(continued)*

Vice Committee Chair Gustafson indicated there was one matter for action and asked Ms. Parsons to review the details. Ms. Parsons explained that Board approval of the program plan for the CSU Center, the third of the three CSU buildings to be constructed at the NWC and financed through state COPs, will enable the CSUS to proceed with obtaining the final financing approvals during the 2019 legislative session. The CSU Center will be focused on food, agriculture and an urban extension center. Design and horizontal construction could then move forward through 2019 with the intent of going vertical with all

three of the CSU buildings after the 2020 National Western Stock Show. Vice Committee Chair Gustafson asked for the motion to approve. **Motion/Action:** Governor Gabel moved; Governor Jordan seconded; and the motion carried unanimously.

STRATEGIC MAPPING UPDATE

Ms. Parsons reported work continues on the programming, design and construction of the CSU NWC buildings; partnerships have been developed with 16 non-profits and schools in the Globeville and Elyria-Swansea neighborhoods and CSU participated in 42 events; the second Water in the West Symposium will be held March 13-14, 2019; and there are numerous upcoming National Western Stock Show events that the Board is invited to attend. A local news video featuring the Temple Grandin equine assisted therapy program at the NWC was shared. The CSU Todos Santos Center recently hosted the School of Global Environmental Sustainability external advisory board and the Green & Gold Foundation leadership retreat. The most recent issue of *State* magazine that includes an article on the partnership with the Colorado Ballet was distributed. Board members were encouraged to attend the upcoming Association of Governing Boards annual conference to be held April 14-16.

CHANCELLOR'S REPORT

Dr. Frank indicated the written report would stand as submitted. Due to the Capitol Conference in Washington, DC, the Board leadership has agreed to change the retreat dates to June 12-14 and the other Board members were asked to contact Dr. Frank if they had a conflict with the change of dates.

Legislative Update: There was no federal legislative update at this time. Ms. Parsons remarked that work is underway for the 2019 state legislative session and introduced Mr. Feeley, the CSUS' state lobbyist. Mr. Feeley provided an overview of the state election results and identified the incoming legislative leaders, members of the Joint Budget Committee, and the priorities of Governor-elect Polis. There have been discussions on modifying the current higher education distribution model and other legislative issues with potential impacts for the CSUS that may arise include campus sexual assault processes, water, and forest services. He explained the CSUS strategy development process with weekly meetings and ongoing phone calls.

Action on CSUS Board Policy 130: General Counsel Johnson explained that, in accordance with HB 1198 which was passed last year, state board and commissions must have written policies or bylaws and obtain annual training. The CSUS Board already has comprehensive bylaws and policies; the new Board Policy 130 memorializes the existing processes to be in compliance with the statute. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Syron seconded; and the motion carried unanimously.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Flores reviewed the committee meeting agenda and asked Dr. Miranda to begin with the action items.

New Academic Degree Programs

CSU – Master of Agribusiness Innovation and Management (Plan C): Dr. Miranda reported the new Distance and Continuing Education program originates from the Dept. of Agriculture and Resource Economics in the College of Agriculture and is focused on the National Western Center with linkage to the Ag Innovation Center. A cohort model will be used wherein all the students will come in and move through the curriculum together. A hybrid curricular model with both face-to-face and online delivery will be utilized.

CSU – Master of Conservation Leadership (Plan C): The program will be primarily located in the Warner College of Natural Resources, Dept. of Human Dimensions of Natural Resources, and is an evolution of the Conservation Leadership through Learning program that has been offered for approximately ten years. The curriculum will include experiential learning and interdisciplinary instruction with an applied approach. Governor Lenk expressed support for the program that will have a systems approach for conservation, economics and sustainability.

CSU – Professional Doctorate in Systems Engineering: Dr. Miranda recalled that a new template for professional doctorates was developed last year by the Faculty Council which requires a major applied project at the culmination of the doctorate and no requirement of a major research dissertation. There has been a Ph.D. in Systems Engineering for numerous years and the expectation is a higher percentage of students will enroll in the new professional doctorate program. Governor Lenk remarked this new program provides an opportunity to partner with leading industry members that are moving through the ranks in their organizations; allows for more technology transfers; and enhances the university's reputation.

CSU-Pueblo – Bachelor of Science in Health Science: Dr. Miranda reported the new degree will prepare students for a broad array of health professions and graduate programs and will be launched in fall 2019.

Approval of the new academic degree programs is on the consent agenda. All of the programs have gone through rigorous analyses on the campuses, beginning with proposals from the departments that are followed by curricular reviews at a variety of levels and approval by the Faculty Council or Faculty Senate. An administrative review for budget and resources also occurs. The process generally takes approximately two years to complete.

Sabbatical Requests for 2019-20: Dr. Miranda explained how approval of sabbatical requests has been delegated to the campus presidents. The process begins with a faculty proposal for an appropriate research and educational project that is approved by the Department Chair, Dean, Provost, and President. There were 70 sabbatical requests at Colorado State University; CSU-Pueblo had five sabbatical and one special leave requests. Summaries of the requests were provided in the meeting materials.

Program Review Summaries: Dr. Miranda described how the program review processes are similar at both CSU and CSU-Pueblo with a departmental self-study; an internal university committee composed of members who are external to the originating department; and compilation of the program review document that is then reviewed by the Deans, Institutional Research and Provost. The reviews are focused on the curricular programs; the research and hiring plans of the faculty and departments; and administrative matters related to areas such as facilities, equipment and governance. The timing of the reviews are aligned, when possible, with specialized accreditations and may be adjusted for a variety of circumstances.

Dr. Miranda listed the CSU program reviews that occurred in six departments of the College of Liberal Arts and the six programs reviewed at CSU-Pueblo. Dr. Mottet added that the lead for each program review at CSU-Pueblo is invited to make a presentation to the Cabinet to understand any weaknesses and to allocate funds to close the loop on any assessment or quality gaps.

CSU-Pueblo Academic Calendar for AY2019-20 and AY2020-21: Dr. Miranda reported the only adjustments are shifts in dates as mandated by the calendar and approval is on the consent agenda.

CSU Faculty and Administrative Professional Manual Revisions: The proposed changes to be approved on the consent agenda are as follows:

- Section C.2.1.9.3-C.2.1.9.6: The amendments clarify the membership of all of the Faculty Council standing committees; changes in language on non-tenure-track faculty participation; and clarification of titles and ex officio membership policies.
- Preface and Section H: Through a cooperative process between the Faculty Council and the Administrative Professional Council (APC), the proposed revisions modify the language that was approved two years ago in the preface that gave the APC the ability to veto any changes to the manual. The proposed changes have been approved by the APC and the Faculty Council.
- Section E.13: The extensive revisions establish the procedures and expectations for the advancement in rank for the non-tenure-track faculty. There were previous revisions to establish the ranks for the non-tenure-track faculty.

Governor Lenk remarked on the significance of these changes to honor the contributions of the non-tenure-track faculty who are important to the teaching mission. Dr. Frank commented on how tenured and tenure-track faculty have different research and service requirements from the non-tenure-track faculty. He pointed out the financial pressures that necessitate the utilization of adjunct faculty members who are highly qualified, committed to their scholarship, and greatly valued by the institution. Vice Chair Tuor noted there were numerous requests in the CSU Presidential Search Advisory Committee listening sessions to have the next president be committed to recognizing the value of the non-tenure-track faculty and the importance of shared governance.

Enrollment/Student Success Campus Reports: Dr. Miranda explained the reports are presented in December to allow time to verify the fall census data which is not available in time to prepare for the October meeting. The information provides a five-year snapshot and comparisons between fall 2017 and fall 2018.

Colorado State University: Highlights include the modest increases in the number of bachelor and master degrees and a large increase in Ph.Ds. and graduate certificates awarded; the 1% increase in credit hours; increased headcounts for undergraduates and a slight decrease for graduate students; and a 6% increase in enrollment for new freshmen and 4% increase for transfer students. Gender diversity remains steady with 700 more females than males; first generation students increased to over 6,000; the number of Pell-eligible students declined by 4% which is being examined by the university; and minority students increased by 6.5% with the strongest increase in the multi-racial category. Enrollment at every college is within a percentage of the previous year except for the 5% increase in the College of Natural Sciences and the 2.5% increase in the Warner College of Natural Resources.

Dr. Miranda and Ms. Taylor, Vice President of Enrollment and Access, responded to questions on the positive changes for the doctorate programs; the decrease in Pell-eligible enrollments and incomplete FAFSA applications that are areas of concern; and the need-based financial aid and scholarships that are available for resident and non-resident undergraduate students. Over the last couple of years, non-resident enrollment has increased and there is a slight reduction in resident enrollment.

Dr. Miranda reported the retention rate for the fall 2017 cohort is 83.1%; there was a 5% decline in retention of students whose index is under 100 and a 3.7% decline in the non-resident WUE students; and six-year graduation rates have increased to 71%. There is a significantly higher percentage of incoming freshmen who only spend one year at CSU. Ms. Taylor expanded upon this phenomenon that has been identified through survey data, exit interviews and social media posts by parents.

Governor Lenk commented on new initiatives to support students that have been implemented under the leadership of Dr. Hughes. When asked about the analysis process, Dr. Miranda explained how the data is

reviewed at the fall Provost's retreat on student success to set goals and develop action steps. Dr. Frank noted more in-depth analysis on enrollment and financial aid has been presented at previous Board retreats and this analysis could be updated for the February or June retreat. He announced CSU is participating in an APLU program, Powered by Publics, to increase graduation by 10% and Dr. Miranda has been selected as the cluster lead for the land grant institutions in the Rocky Mountain region.

CSU-Pueblo: Ms. Holliday reported the persistence rate for the first-time full-time freshmen cohort increased from 63.1% to 68.4% and commented on initiatives that have been implemented. There was an anomaly with the six-year graduation rate for the fall 2012 cohort due to the "ghost" students that were initially counted as enrolled and later expunged. Hispanic/Latino students are retaining at a higher rate than the non-Hispanic/Latino student population and first generation retention has increased by 6.6%. The Hispanic/Latino transfer student retention rate is also higher than for non-Hispanic/Latino transfer students. The graduation rate for Pell and first generation transfer students is higher than their non-Pell and non-first generation counterparts. A majority of the transfer students are from community colleges in southern Colorado.

There has been a significant increase in the number of masters degrees awarded; new undergraduate credit hours increased by 4.4%; persistence efforts are being focused on second, third and fourth year students for which there was a decrease in undergraduate credit hours; and there was significant improvement in the credit hours for non-resident, non-WUE students. There was a transition from the previous enrollment partner; the number of students who enrolled and attended increased significantly; and the student RI population decreased by 2.9% in fall 2018

CSU-Global Campus: Dr. Ferguson noted the university does annual program reviews for all programs with measurements on academic outcomes, faculty credentialing and demographics that are then translated into a yearly report. CSU-Global campus is a moderately select university according to the state and a very intentional enrollment approach is taken to ensure student success.

There was a slight increase in headcount from 2017 to 2018; demographics for gender and first generation have remained consistent with a slight shift in the undergraduate to graduate student ratios; and master's degree graduation rates have increased. The number of full-time students has increased; the number of students using financial aid has decreased; and minority enrollment has increased to 36%. The five-year graduation rate increased from 56% to 61%; four-year graduation rates remain steady at 63%; and first to third term retention is in the 83% to 86% range, dependent upon the term start.

With monthly starts, the fall to fall data is a snapshot of the performance during the year. A retention task force meets regularly and retention is a goal in every single department. Based upon a thorough analysis on the significant differences in student behavior, a pro-active advising model has been implemented with an array of new intervention tools.

The meeting then recessed briefly for lunch at 11:03 a.m. and reconvened at 11:15 a.m.

ANNUAL RESEARCH REPORTS

Colorado State University: Dr. Rudolph commented there are over 1,700 faculty and students engaged in the CSU research enterprise that has evolved across the campus in a more strategic way by aligning investments through cluster hires and catalyst teams for innovative partnerships. Following a Partnership on Air Quality, Climate and Health video, he provided additional examples of cluster hires and catalyst teams, and described efforts to focus investments on core facilities and research equipment to create a culture of excellence and accountability in research operations.

The research administration staff in the Office of Sponsored Programs annually handles the submission of over 2,500 proposals from across the campus with increasingly complex regulations and compliance. Overall, research expenditures were up 11%, largely attributable to the Center for Management of Military Lands through the Warner College of Natural Resources. A new Global Research Impact Team has been created to continue building synergies and fundraising efforts have been undertaken in collaboration with the Advancement office.

New curricular, research and scholarly opportunities are being developed through expanded student engagement in research and engagement-driven institutional opportunities. The 2018 tech transfer statistics illustrate the impact of translational and transactional discoveries. A video on the CSU translational impacts in global health and infectious diseases was shared. Dr. Rudolph concluded his presentation with an overview of new coalitions being developed to address agricultural biosecurity challenges. Responding to a question, he indicated the CSU research enterprise is in line with peer institutions.

CSU-Pueblo: Dr. Abdelrahman commented on how research at a regional comprehensive university is focused on students with knowledge generation and faculty development as integral aspects. The \$6.8 million of research funding for FY 2018 was largely from U.S. Dept. of Education grants and the state legislative funding for the Institute of Cannabis Research (ICR). There are also several other funding sources for smaller projects of which some are sub-awards through collaborative work with CSU. An overview, program highlights and statistics were provided for the Communities to Build Active STEM Engagement (CBASE) project that is focused on increasing enrollment, retention and graduation rates in STEM fields among Hispanic and low-income learners and funded through a five-year \$5.9 million U.S. Dept. of Education grant.

Activities of the ICR include numerous collaborative projects with 22 faculty and staff and 35 students currently funded; the annual conference will be held March 23-25, 2019, at CSU-Pueblo; and a *Journal of Cannabis Research* was launched in September 2018. Highlights were provided on ICR research projects that include a provisional patent on tracking of cannabis which was filed through CSU Ventures and fits within the entrepreneurship aspect of CSU-Pueblo's strategic plan.

The Office of the Provost provides internal SEED grants to fund faculty research and SURP grants to provide support for undergraduate research. Integration of research and education can occur through projects completed within established research classes with results often culminating in presentations at national conferences and publications. Campus dissemination of the student research occurs in a variety of forums, such as the campus-wide Student Works Symposium.

Future directions include re-establishing an Office of Research and Sponsored Programs (ORSP); increasing collaboration with CSU; and increasing research funding and productivity. Responding to questions, Drs. Abdelrahman and Mottet described how the research activities fit within the strategic plan and, in conjunction with Dr. Rudolph, explained how there would not be duplication through the collaboration between CSU and CSU-Pueblo, particularly on compliance issues. There is a necessity to have an ORSP director on the CSU-Pueblo campus to interface with faculty, liaison with CSU and meet compliance regulations; the position could potentially be funded through indirect costs or grants.

CSU-Global Campus: Dr. Ferguson remarked that the university is a teaching institution with faculty engaged in their individual fields as well as in the scholarship of teaching. The university serves as an incubator for innovations in online learning with opportunities for faculty to engage in actual research in specific projects. Scholarship is encouraged and financially supported through the university with numerous opportunities to share the research results, i.e., publications and presentations at web, academic

and professional conferences. Examples were provided on research publications and conference presentations for the current academic year.

Faculty professional development is encouraged and, thus far this year, 60 faculty have pursued professional development that is not university sponsored or provided, which has resulted in numerous faculty maintaining their industry certifications. Through 15 faculty development sessions offered by CSU-Global Campus, 95% of all full-time and part-time faculty have completed their annual professional development engagement. Professional development and scholarship is also supported in different projects across the university, i.e., faculty are engaged with Open Educational Resources (OER) development to meet a university goal of 90% of the general education courses utilizing OER and in testing different pedagogical approaches for use in online classrooms. Engagement through partnerships with educational and business providers also offers opportunities for faculty and currently the university has over 1,300 partners.

CONSENT AGENDA

Chair Munn asked for a motion to approve the consent agenda. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Gabel seconded; and the motion carried unanimously.

GENERAL ACTION ITEMS

Approval of Acceptance of Gifts and the Naming in Recognition of Gifts Relating to Operating Room Suites within the CSU College of Veterinary Medicine and Biomedical Sciences: General Counsel Johnson read the matter for action and Chair Munn asked for a motion to approve. **Motion/Action:** Governor Jordan moved to approve; Governor Flores seconded; and the motion carried unanimously.

Settlement Authorization for Approval and Executive of Settlement Agreement: General Counsel Johnson read the matter for action pertaining to a legal matter discussed in executive session. **Motion/Action:** Governor Gabel made the motion; Governor Robbe Rhodes seconded; and the motion carried unanimously.

EVALUATION COMMITTEE

Chair Munn indicated the Evaluation Committee that consists of the voting members would convene in the first floor conference room and asked for a motion to convene the committee meeting in executive session. **Motion/Action:** Governor Gustafson moved; Governor Flores seconded; and the motion carried unanimously. General Counsel Johnson read the Evaluation Committee into executive session for the purposes of discussing professional staff and to receive legal advice, all confidential as set forth in the meeting notice. The regular business meeting was then adjourned at 12:22 p.m.

Board of Governors of the Colorado State University System
Meeting Date: February 8, 2019
Consent Item

MATTERS FOR ACTION:

CSU Graduate Certificates: Business Management and Water Resources

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates
offered by Colorado State University:

Business Management

Water Resources

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In order to qualify for Title IV funding, graduate certificates awarded by Colorado State University must demonstrate approval by the Board of Governors, the Colorado Department of Higher Education and the Higher Learning Commission. The certificates listed here for which we are seeking approval have received approval from the University Curriculum Committee and the Faculty Council.

Graduate Certificate:

College of Business

Business Management – 12 credits

The business foundations certificate provides students from any discipline a fundamental background in business. The certificate will develop basic principles and applications that cut across various functional areas in business, which can be used by students to transition to a new career, start or improve their own small business, or apply to business school to continue their education. The program is compatible with CSU's MBA degree requirements, enabling certificate recipients to transition into the MBA program.

Warner College of Natural Resources

Water Resources – 9 credits

This certificate program is designed to provide college graduates, current practitioners, and new professionals with targeted knowledge and skills to advance their understanding and career mobility related to water resources planning, management, and policy. This skillset can be applied to a wide array of natural resource managers, as water planning is essential to sound governmental policy and community management. All courses include case studies and exercises pertaining to an array of water issues in Colorado and the United States, as well as international examples.

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:
Section E.11 Appeal of Early Termination of Contract Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.11 Appeal of Early Termination of Contract Faculty Appointments

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. The Senior Teaching Appointment no longer exists, thus the current Section E.11 (Granting of Senior Teaching Appointments) has no purpose and needs to be deleted.
2. We are proposing to insert this new section into the now vacated Section E.11. The proposed Section E.11 deals with non-tenure track faculty on contract appointments. A contract appointment is not an at-will employee. Thus, the early termination of such a contract should require more due process than the termination of an at-will employee. This new section creates such due process and strengthens the meaning of a contract appointment. Also, it makes sure that non-tenure track faculty have representation on the appeal committee.
3. Previously there have been very few faculty employment contracts across the campus. With recent changes to faculty appointment types, we now have a significantly larger portion of the faculty on contract appointments. Thus, it is logical that there will be appeals to early termination and an

appeals process is needed. A standard process will ensure equity in treatment across the colleges that make up our campus.

4. Both tenure track and non-tenure track faculty have access to the Grievance process. However, termination cannot be grieved (stated in sections K and E.15) thus, this Appeals Process was written to help ensure a level of due process if early termination of a contract appointment were to occur.

NOTE: This is a new section to the *Academic Faculty and Administrative Professional Manual*.

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2018-2019

E.11 Appeal of Early Termination of Contract Faculty Appointments (New Section February 8, 2019)

E.11 Appeal of Early Termination of Contract Faculty Appointments

A contract faculty member may appeal a recommendation to the President to terminate their appointment prior to the ending date of the contract. This section of the Manual sets forth the procedures for such an appeal. The University Grievance Officer (UGO) shall be charged with overseeing this appeal process. At the discretion of the UGO, any of the time limits in this section may be extended for reasonable periods. Such extensions shall be reported immediately to all parties concerned.

E.11.1. Initiating the Process

When a Recommendation to the President to terminate a Contract Faculty Appointment prior to the ending date of the contract is sent to the Provost, a copy of this Recommendation shall be provided in writing to the faculty member by the person making the Recommendation (hereinafter referred to as the Recommender). The faculty member then has ten (10) working days to submit to the UGO an Appeal in writing of this Recommendation, along with the Recommendation itself. If an Appeal is submitted within this time frame, then the UGO shall notify the Provost within three (3) working days, and the Recommendation shall not be sent to the President until the conclusion of the Section E.11 process.

If the faculty member fails to submit an Appeal within this time frame, then they shall forfeit the right to appeal the Recommendation for termination (unless the UGO decides that extenuating circumstances justify an extension of this deadline). If the Provost has not been notified by the UGO of an Appeal within twenty (20) working days of receiving the Recommendation from the Recommender, then the Provost may assume that no Appeal will be filed, and they may forward the Recommendation to the President for a final decision.

The Appeal should provide all of the information that the Appeal Committee (see Section E.11.2) will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Appeal. The Appeal Committee is not required to contact all of the persons listed in the Appeal. The UGO will review the Appeal to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Appeal to the Appellant for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Appeal from the Appellant, the UGO shall forward the Appeal to the Recommender and to the members of the Appeal Committee. The Recommender shall then have ten (10) working days to provide a Response. This Response should provide all of the information that the Appeal Committee will need in order to make its decision whether to support or oppose the Recommendation for termination. This may include relevant documentation and persons that the Appeal Committee may contact for additional supporting information. The relevance of each person should be stated in the Response. The Appeal Committee is not required to contact all of the persons listed in the Response. The UGO will review the Response to make sure that the information included is relevant to the issue of termination. In some cases, it may be necessary for the UGO to return the Response to the Recommender for editing before it is acceptable.

Within three (3) working days of receiving an acceptable Response from the Recommender, the UGO shall forward the Response to the Appellant and to the members of the Appeal Committee.

E.11.2 Appeal Committee

The Appeal Committee shall consist of the Vice Provost for Faculty Affairs, the Chair of Faculty Council, and the Chair of the Faculty Council Committee on Non-Tenure-Track Faculty. The Chair of Faculty Council shall serve as the Chair of the Appeal Committee. After receiving both the Appeal and the Response from the UGO, the members of the Appeals Committee shall begin their consideration of the Appeal. As part of this consideration, they shall meet with the Recommender, the Appellant, and any other persons that they consider relevant to their consideration of the Appeal. All three members of the Appeal Committee must be present at each of these meetings. At their discretion, the members of the Appeal Committee may request additional information from the Recommender

and/or the Appellant, and they may choose to meet more than once with some persons.

E.11.3 Report of the Appeal Committee

After the completion of the process described in Section E.11.2, the three members of the Appeal Committee shall meet to discuss the case and to reach a final decision by majority vote whether to support or oppose the Recommendation for the termination of the Appellant.

After the conclusion of this meeting, the Chair of the Appeal Committee shall prepare a final Report. This Report shall include the overall vote of the Appeal Committee and the reasons supporting its decision. If the vote was not unanimous, then the Report shall also summarize the reasons given by the dissenting member. The Report shall be submitted to the UGO within twenty (20) working days of the receipt from the UGO of both the Appeal and the Response by the members of the Appeal Committee.

E.11.4 Final Decision by the President

Within three (3) working days of receiving the Report from the Chair of the Appeal Committee, the UGO shall send the Report to the President, along with the initial Recommendation, the Appeal, and the Response. Within twenty (20) working days of receiving these materials from the UGO, the President shall make a final decision regarding the termination of the Appellant and send it in writing to the UGO. This written decision shall include the reasoning that supports the decision. The UGO shall forward this decision by the President to the Appellant, the Recommender, and the Provost. This decision by the President is final.

MATTERS FOR CONSENT:

New Degree Program: BA in Humanities and Social Sciences

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Humanities and Social Sciences to establish a new Bachelor of Arts in Humanities/Social Sciences. 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: **Humanities and Social Sciences**
- Degree type: **Bachelor of Arts**
- Recommended CIP code: **24.0199** (liberal arts and sciences, general studies, humanities)
- Department/School/College: **Dean's Office/College of Humanities and Social Sciences**
- Expected number of students enrolled in program: 10 in year 1 with expected growth to 25+ in year 3 and beyond

The Bachelor of Arts in Humanities and Social Sciences at CSU-Pueblo distinguishes itself from other similar programs in the state by being grounded within the College of Humanities and Social Sciences, with CHASS chairs serving as the degree review committee, and the CHASS Associate Dean serving as the program coordinator. The program allows students to combine courses from multiple academic disciplines into one self-designed major. A degree plan, including a listing of required courses, a senior project plan and a summary of the student's post-academic plans will be developed by the student with the student's advisor, and this plan must be approved by the degree review committee.

The Board of Governors of the Colorado State University System
Meeting Date: February 6-8, 2019
Consent Item

MATTERS FOR ACTION:

Approval of the additional location for CSU-Pueblo to offer programs at the new
“Collaboration Campus” in Castle Rock, CO

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby
approves offering Colorado State University – Pueblo programs at its Collaboration
Campus, with current offices at 4700 Castleton Way, Castle Rock, CO, 80109.

EXPLANATION:

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

Planned programs at Collaboration Campus

The initial intent is to satisfy an unfilled demand for a Bachelor’s degree in Cybersecurity for
the South Denver and Castle Rock area. Other degrees will be added as further needs are
identified. The instruction and curriculum at the Castle Rock location will be supervised by
the administration, faculty and staff of CSU-Pueblo similar to all existing academic
programs.

Approved

Denied

Board Secretary

Date

Board of Governors of the Colorado State University System

Meeting Date: February 6-8, 2019

Consent Item

MATTERS FOR CONSENT:

Graduate Certificate in Digital Instructional Architecture

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

The Graduate Certificate in Digital Instructional Architecture is designed with a focus on instructional design and program development in the technology-driven online learning environment. Students who have a formal background in education, training, and/or adult learning will gain an advanced understanding of and experience in designing and building effective, state of the art, online and digital curriculum. Students will actively analyze, design, develop, and evaluate educational tools, programs, and systems to meet the learning needs of learners in businesses, academic institutions, and other organizations. Students will apply their new theoretical knowledge in instructional design, Universal Design for learning, learning technologies, project management, and evaluation to create and assess powerful and engaging learning experiences. Upon completion, students will be prepared to apply a variety of design models in the development of online courses, curriculum, and learning assets. This certificate includes a combination of didactic, practical, and hands-on learning. Through online courses and internship experiences, students will collaborate with instructors, colleagues, and professionals.


CIP Code: 13.051

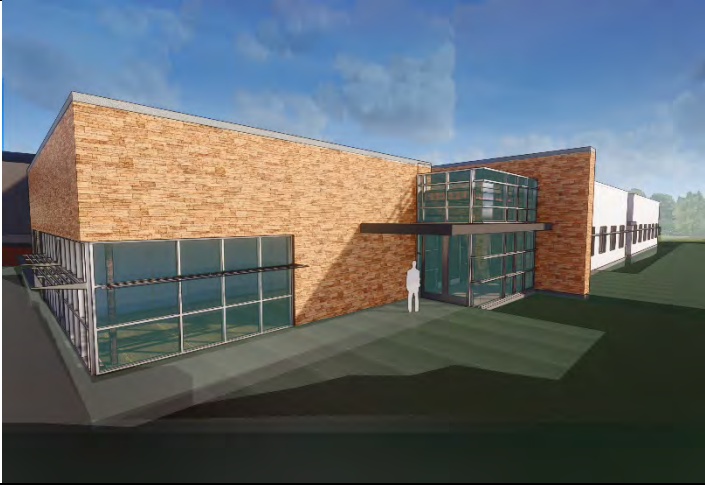

APPENDICES



- Appendix I: Construction Reports
- Appendix II: Higher Ed Readings


APPENDIX I

Construction Status Reports

Project	Bonds/Funding		Occupancy	Status as of Jan 2019
<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>Jan 2019</p>	<p>This project constructed an approximately 130,000 gsf research building and a 48-stall research horse barn on South Campus.</p> <p>Project is occupied.</p>



Project	Bonds/Funding		Occupancy	Status as of Jan 2019
<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>
<p>Nancy 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 constructed an approximately 47,000 gsf building to house interdisciplinary design programs and a Maker's space.</p> <p>Project is occupied.</p>

Project	Bonds/Funding		Occupancy	Status as of Jan 2019
<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 constructed an approximately 36,600 gsf food animal handling and meat processing facility addition to Animal Sciences.</p> <p>Project is occupied.</p>
<p>Health Education and Outreach Center</p> <p>Total Budget: \$23,300,000</p>	<p>Funding from NWC COPs and Student Facility Fee cash</p>		<p>January 2019</p>	<p>This project will construct an approximately 38,000 gsf addition to the Anatomy-Zoology building for new gross and neuro anatomy laboratories and National Western Center program space.</p> <p>Project is partially occupied, with teaching laboratories available for use.</p>

Project	Bonds/Funding	Occupancy	Status as of Jan 2019
<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>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.</p> <p>Design-Build GMP contract awarded.</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			<p>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, under way-- (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.</p>	
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

Higher Ed Readings

[Consolidating instead of merging](#)

Inside Higher Ed; December 5, 2018

For smaller regional colleges, merging with a larger university is not the only option. Some institutes with multiple locations choose to consolidate down to one campus—typically, to the most popular or least expensive campus. Most colleges that choose the consolidation route are committed to ensuring their students are able to finish a degree, whether through online courses from other branches, specific arrangements for affordable student housing, or partner agreements with other area universities. Of course, not all regional institutions are closing, merging, or consolidating. Some regional institutions are looking to expand, thanks in large part to their focus on community outreach; degrees focused on highly in demand and job training-heavy jobs like nursing, education, and social work; and leasing existing space rather than building new facilities.

[Cutting oversight of accreditation will spur innovation, says Education Dept. Critics say not so fast.](#)

The Chronicle of Higher Education; January 7, 2019

With the Higher Education Act several years past its expiration date, the U.S. Department of Education has begun a broad process to reshape some of its core issues. Possible rules changes include lowering requirements for colleges operating online across state lines, new rules for distance learning, and shifting the administration of Teach Grants. The proposed changes would largely reduce the level of federal oversight for accrediting agencies, but some higher education advocacy groups are concerned that without a way to measure quality and outcome of the proposed rule changes, there will be no way to know if they are effective for individual students.

[Buoyed by solid economies, most states spend more on higher education](#)

The Chronicle of Higher Education, January 21, 2019

State spending on higher education this fiscal year grew almost 4 percent over 2018. Half of states reported increased high-education spending of more than 3 percent, and 18 additional states reported increases of less than 3 percent. Colorado had the largest gain at 12 percent, according to the “Grapevine” survey that yielded the results.

[What government shutdown means for higher ed](#)

Inside Higher Ed; January 22, 2019

As the United States government remains stalled in talks to reopen the government, institutions and students depending on the Education Department are starting to feel the effects. Federal funding for student aid has already been dispersed, and much of the funding for Pell Grants and federal student loans is mandatory, meaning it is unaffected by a shutdown. However, peer review and other activities to select new grants are stalled and new funds are not going out. The department’s grant-making work involving Title III funds, TRIO and GEAR UP programs, and graduate fellowships could see a long-term impact, due to a slowing of grant recipient selections and questions about the availability of future grant funds. Most civil rights activities conducted by the department have also been suspended, and there could be unanticipated effects: with 90 percent of the workforce furloughed, there is more potential for something to fall through the cracks.

[CSU Campus at the National Western Center—Quarterly Update \(January\)](#)

Check out CSU’s latest happenings at the National Western Center!

Consolidating instead of merging

Inside Higher Ed

Mergers among small private colleges have been in the news lately. In 2017, Wheelock College said it [would merge](#) into nearby Boston University, and a [recent survey](#) by *Inside Higher Ed* found that 24 percent of financial officers at private baccalaureate colleges say leaders have had “serious” discussions about a merger.

But another kind of consolidation is playing out among a few small private institutions: they are closing far-flung branch campuses, squeezing students into fewer locations or, if they can't accommodate them, simply helping students enroll elsewhere.

Among the latest to downsize: [Nyack College](#), a small private Christian institution in New York's Hudson Valley, which last month said it would [close its long-standing campus](#) in Rockland County, north of New York City, and move all of its operations to a high-rise building at the southern tip of Manhattan, about a half mile south of 1 World Trade Center. College officials said they can better advance academic programs on a single campus.

Originally known as the Missionary Training Institute, Nyack was the first Bible college in North America, according to college officials. Founded in Manhattan in 1882, it moved to the Hudson Valley in 1897 after founders bought 28 acres in South Nyack, N.Y. They renamed it Nyack Missionary College in 1956, then shortened it to Nyack College in 1972.

Nyack re-established the Manhattan campus in 1997, in response to what it said was growing enrollment, but it now says it wants to be based solely out of New York City. Nyack declined to comment on the move, but President Mike Scales told the [Rockland/Westchester Journal News](#) last month that shutting the Rockland campus will “minimize rising costs and maintain high academic standards.” [Jeff Quinn](#), Nyack's vice president of college relations, said the college is “looking for ways to reduce our operational footprint.”

Nyack has not said what it plans to do with its 100-plus-acre South Nyack campus or a 21.7-acre seminary in Upper Nyack. It is working with a commercial realty firm and last month borrowed \$38.5 million against the South Nyack property from the New Jersey lender Procida Funding & Advisors, whose CEO called the campus parcel “some of the best real estate the Hudson Valley has to offer.”

The college hasn't immediately said how the closure will affect about 140 full-time employees in South Nyack, but it said the 600 students enrolled there can take course work in Manhattan or online -- Nyack, which currently [offers housing](#) through New York's 92nd Street Y, a Brooklyn-based nonprofit called Educational Housing Services and via other arrangements, is also working to house students in nearby Jersey City, N.J., officials said.

Last June, [Northwest University](#), a four-year Christian college based in Kirkland, Wash., closed its Sacramento campus. The location had been the home of Capital Bible College until 2013, when Northwest took it over. Northwest still operates a second satellite campus in Salem, Ore.

Last August, New Orleans' [Tulane University](#) said it would suspend admissions to the Biloxi, Miss., campus of its School of Professional Advancement in the spring 2019 semester -- the campus had operated there since 2001, offering degrees in eight areas. It moved into Biloxi's Edgewater Mall in 2015, [The Advocate](#) reported. Another satellite campus, in the Jackson, Miss., suburb of Madison, closed earlier.

Tulane said the latest closure in Biloxi is due to "a steady decline in student admissions" there over the past seven years. The campus recorded its best year in 2011, with 205 students, but since then enrollment had fallen to under 100. It now enrolls just 92 students, Tulane said.

Suri Duitch, dean of the School of Professional Advancement, said Tulane would work with students to help them complete their degrees and certificates, including the option to finish at Biloxi, through online courses at Tulane's New Orleans campuses or at other local institutions. Tulane said it would also develop teach-out partner agreements for Biloxi students. It will help the campus' three staff members and 25 part-time faculty members find new positions, including elsewhere at the university. The planned closure still must be approved by the Southern Association of Colleges and Schools.

In a statement, Duitch called the closure disappointing. "We've worked so hard to turn around a long-term enrollment decline and had tremendous support from members of the Biloxi and Gulfport communities," she said. "The campus, however, is simply no longer financially viable."

Tulane still operates a satellite campus in the New Orleans suburb of Elmwood, La., in adjoining Jefferson Parish, about six miles west of its home campus.

In 2014, [George Fox University](#), in Newburg, Ore., about a half hour southwest of Portland, closed its Boise, Idaho, center after 19 years. The branch campus, which had opened in 1995, 450 miles and an entire time zone away, focused on degree completion for adults. It also offered an M.B.A. and a master's degree in education, among others.

Ahead of its time when it opened, by 2014 it was a victim of a regional education market that had become saturated with degree programs, from both for-profit and nonprofit providers; students also began taking online courses.

"There are many costs associated with operating a full-service satellite campus hundreds of miles from our main campus," said spokesman Rob Felton. "As a nonprofit organization, we couldn't operate long-term at a loss." He said George Fox would actually consider opening a new site "if the location and programs fit our mission and show potential to become self-sufficient."

Felton said George Fox still offers online course work for Boise-area students that requires "limited travel" to the Portland area. But its brick-and-mortar campuses are limited to areas [closer to home](#) in Portland, Salem and Redmond, Ore.

Paul Hassen of the National Association of Independent Colleges and Universities said small private colleges' "retrenching and consolidating" is to be expected as regional needs change. "From our perspective, it's more a function of the ebb and flow of the environment," he said.

He noted that leaders of a few small institutions have actually found ways to expand -- Hassen noted [new programs](#) in cybersecurity and allied health at St. Bonaventure University in western New York. Just five years ago, the Roman Catholic college was [pursuing a merger](#) with nearby Hilbert College.

“You see campuses doing things where they think there’s an opportunity to maximize their enrollment -- or to conserve their operating capital,” he said.

Expansions Elsewhere

At other institutions, regional job shortages are driving expansion of branch campuses.

In California’s Central Valley, [Fresno Pacific University](#) enrolls about 5,000 students, but only half of them actually attend class at its main campus in Fresno, where virtually all students are traditional undergraduates. The other 2,500 attend at one of four regional campuses, all of them operating in leased space.

About 950 adult learners and graduate students attend class in a leased Fresno high-rise that houses the university’s North Fresno campus; about 1,150 attend class in Visalia, with another 234 students in an office building in Merced. About 100 miles southeast of Fresno, 227 students attend class in Bakersfield.

Jorge Lopez, director of regional campus operations, said the far-flung satellites are “thriving.” Far from closing or consolidating, there’s talk of where to open the next one, he said.

“Those campuses reach out to the community or the regions,” he said, “and they serve that population of adult learners” who are pushing to finish degrees. Part of the system’s success, he said, was targeting adult and graduate students who badly need training for in-demand jobs.

Leasing space instead of building new facilities “allows you the flexibility to move quickly in the way of adding programs, sunseting programs [and] developing new programs to meet the region’s career needs,” he said.

In two of the locations, Fresno Pacific formed partnerships with community colleges that sublease space from the university and offer their own two-year course of studies. “It creates that stream of students,” Lopez said, offering them the opportunity to complete a four-year degree in a single location.

Fresno Pacific focused on just a few sectors with yawning regional employee shortages, such as nursing, education and social work, he said. In each city “they have community colleges, but no university that’s close to them,” Lopez said. “We find a niche, basically -- several niches, actually -- and then serve that community.”

In northeastern Pennsylvania, [Lackawanna College](#) last year expanded from its base in Scranton to Sunbury, an hour-and-a-half drive southwest, where it opened its sixth regional center. Like

Fresno Pacific, it saw a niche, in this case for a more affordable private two-year degree for working students.

“We’re really tapping into the local region and trying to fulfill a need within the local communities,” said Philip Campbell, Sunbury’s director. Unlike the Scranton campus, Sunbury serves virtually all commuters -- and like Lackawanna's other centers, it solely offers associate degrees in high-demand fields like criminal justice, sports management, accounting and business administration.

The center, housed in a repurposed retail space in a strip mall -- its neighbors are a dollar store, a hair salon and a brew pub -- also offers what’s perhaps the most valuable perk to commuter students: acres of free parking. The program enrolls about 50 students, with hopes to add as many as 30 more in the spring.

Campbell attributes the centers’ success, in part, to an economy that, for many workers, has not yet recovered. “When the economy is doing well and businesses are staying open -- and factories are staying open -- people aren’t looking to further their education so much,” he said.

Cutting oversight of accreditation will spur innovation, says Education Dept. Critics say not so fast.

The Chronicle of Higher Education

The federal law governing much of higher education is some five years past its expiration date, with [little chance that Congress will reauthorize](#) it before the 2020 elections. Instead, the U.S. Department of Education has begun a broad regulatory overhaul to reshape core issues under the statute, known as the Higher Education Act.

On Monday the department [released its recommendations](#) for major changes in the rules regarding accreditation and how colleges qualify for federal financial aid. Approval by a federally recognized accrediting agency is a key condition for colleges to receive federal student-aid dollars — the lifeblood of most colleges.

Possible rule changes also include lowering requirements for colleges to operate online across multiple states, setting rules for distance learning, amending how religious colleges are treated by accreditors, and shifting the administration of federal grants for students who plan on classroom teaching, called Teach Grants.

Negotiated rule-making on all of those recommendations, which will involve [representatives of various interested groups](#), are to begin in the middle of January. To handle the unusually wide range of topics, the department has formed a main committee and three subcommittees, which will meet over the next three months. If the groups do not reach consensus on new rules, the department will formulate its own regulations.

The proposed changes would largely reduce the level of federal oversight for accrediting agencies, would give those agencies more flexibility in approving colleges and programs to receive financial aid, and are meant to encourage colleges to develop more-affordable and innovative models for educating students.

Accreditors would have more time and resources to focus on what happens in the classroom, Diane Auer Jones, the department's principal deputy under secretary, said in a call with reporters on Monday. The proposed changes were only starting points for the negotiations, she said.

Julie Peller, executive director of Higher Learning Advocates, a nonpartisan advocacy group, said the department was raising some of the right questions about higher education.

But without a strong focus on the outcomes for individual students, she said, there is no way to know if the recommended changes are effective.

“They are saying, Let’s let accreditors and institutions innovate,” Peller said, “but without a way to measure quality and outcomes.”

Some of those changes, however, will be welcomed by accreditors, said Judith S. Eaton, president of the Council for Higher Education Accreditation. One such change involves reducing accreditors’ responsibility to confirm that a college is complying with various federal requirements.

Accrediting groups and the accreditation council also support the department's proposal to remove the federal definition of the credit hour, which links learning to time in class for the purpose of determining federal aid, and limiting the definition of "regular and substantive interaction" between students and faculty members in distance-education courses.

Improvement or Overreach?

But several proposals are also certain to get pushback during the negotiations.

One example is the department's effort to have nonprofit colleges, most of them overseen by one of seven regional accreditors, accept more transfer credits from for-profit colleges, which are accredited largely by one of several national agencies.

The goal, said Jones, at the Education Department, is to eliminate the perception that regionally accredited institutions are superior to those that are nationally accredited. Students who earn credits from a for-profit college may have difficulty transferring those credits or going on to earn a graduate degree at a public or private nonprofit college, she said.

Eaton argued otherwise. "We've long called for accreditor neutrality," she said in an interview, "but this is not a place the federal government needs to be."

Another suggested change would limit the geographic scope of the regional accreditors to three to 10 states. That would affect the size of two accrediting agencies — the Higher Learning Commission, which oversees colleges in 19 north-central states, and the Southern Association of Colleges and Schools' Commission on Colleges, in 11 states.

But Eaton again questioned whether such a measure was appropriate for federal regulation at all: "How is it going to improve things?" she asked.

The question raises a deeper one, about whether the recommended changes really address the problems that the department is trying to solve. Those problems, such as claims of an increase in less-rigorous majors and the declining value of a college credential, were laid out in [two white papers](#) released by the department in December.

Robert Kelchen, an assistant professor of higher education at Seton Hall University, said in an email that the department had not done a good job of backing up its diagnosis with empirical research.

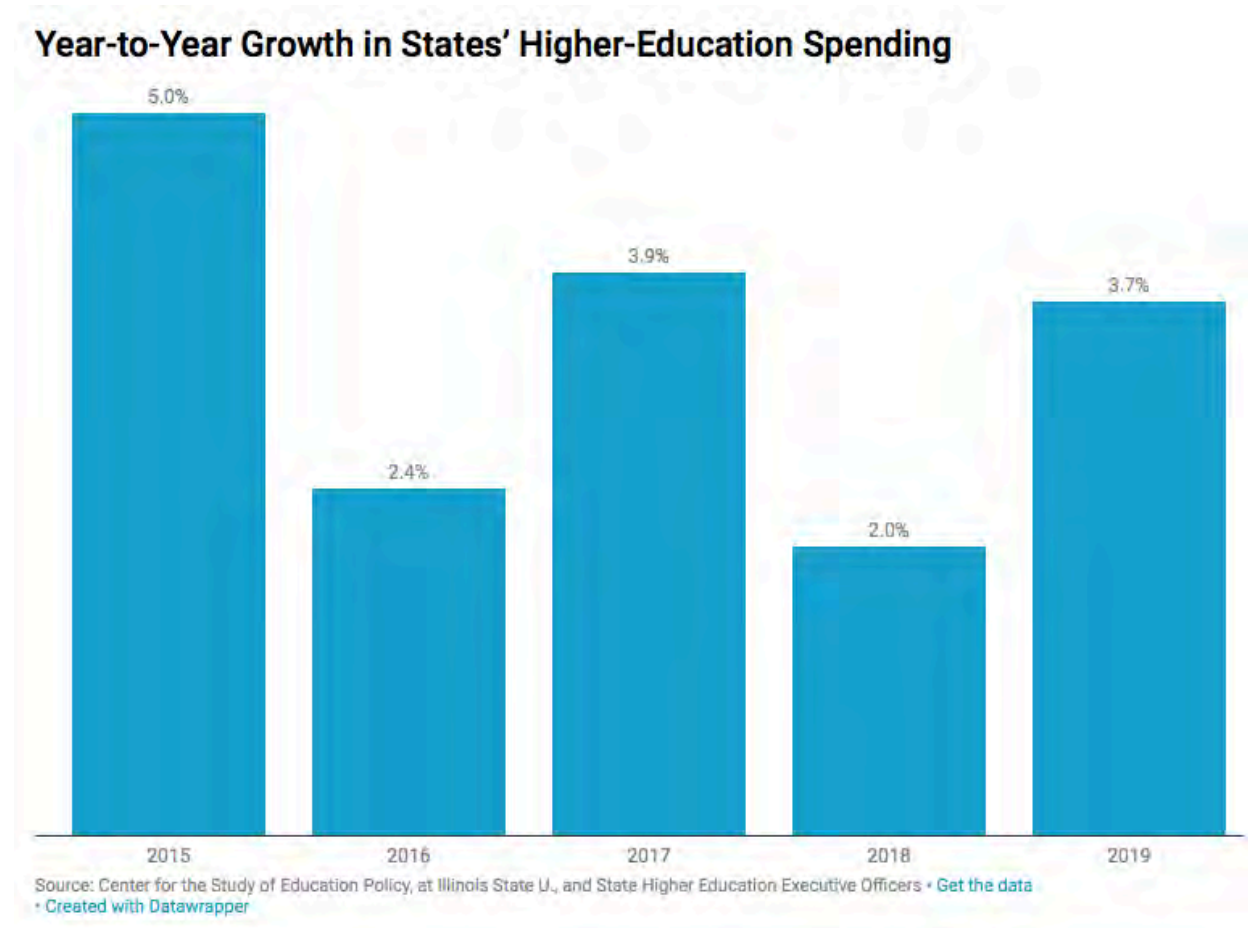
Department officials "didn't do an awful job describing the few high-quality studies that they chose to include," he said, "but they only included a few quality studies alongside some seemingly random websites.

"If one of my students turned in this paper as an assignment," he continued, "I would send it back with guidance to include more rigorous research and fewer opinion pieces."

Buoyed by solid economies, most states spend more on higher education

The Chronicle of Higher Education

State spending on higher education this fiscal year grew almost 4 percent over 2018, according to the results of an annual survey released on Monday.



The “[Grapevine](#)” survey, compiled by the Center for the Study of Education Policy at Illinois State University and the State Higher Education Executive Officers, found wide variations in states’ support for their colleges during the current fiscal year.

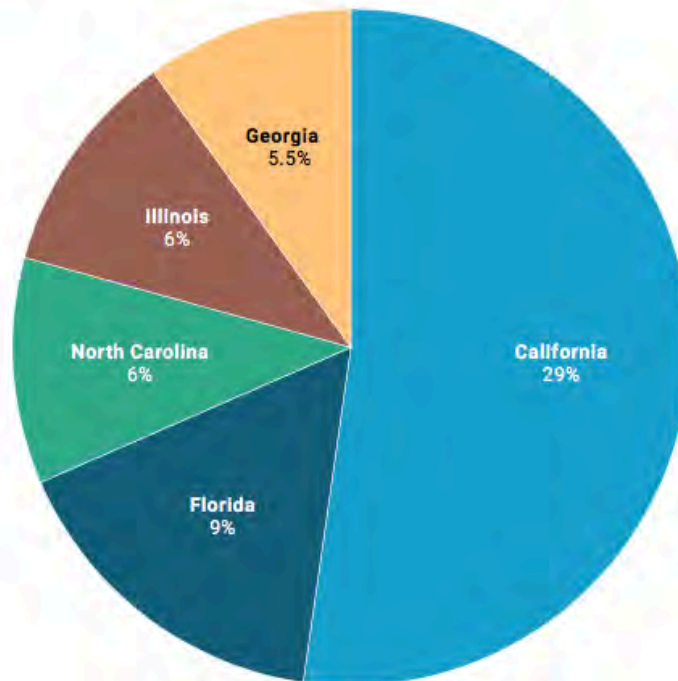
But over all, the increase in money for higher education follows a [strong year](#) for many state economies, which are projected to [grow more than 4 percent](#) in the 2019 fiscal year. Half of the states reported increasing higher-education spending by more than 3 percent for the current fiscal year, with Colorado showing the largest gain, at 12 percent, according to the survey.

Eighteen other states had increases in spending of less than 3 percent, according to a report on the survey.

Just five states reported decreases in higher-education appropriations, led by South Carolina, with a drop of 3.7 percent. That compares favorably to the [previous fiscal year](#), when 18 states cut higher-education spending by as much as 21 percent.

5 States Accounted for Most of the Growth in Higher-Ed Spending This Year

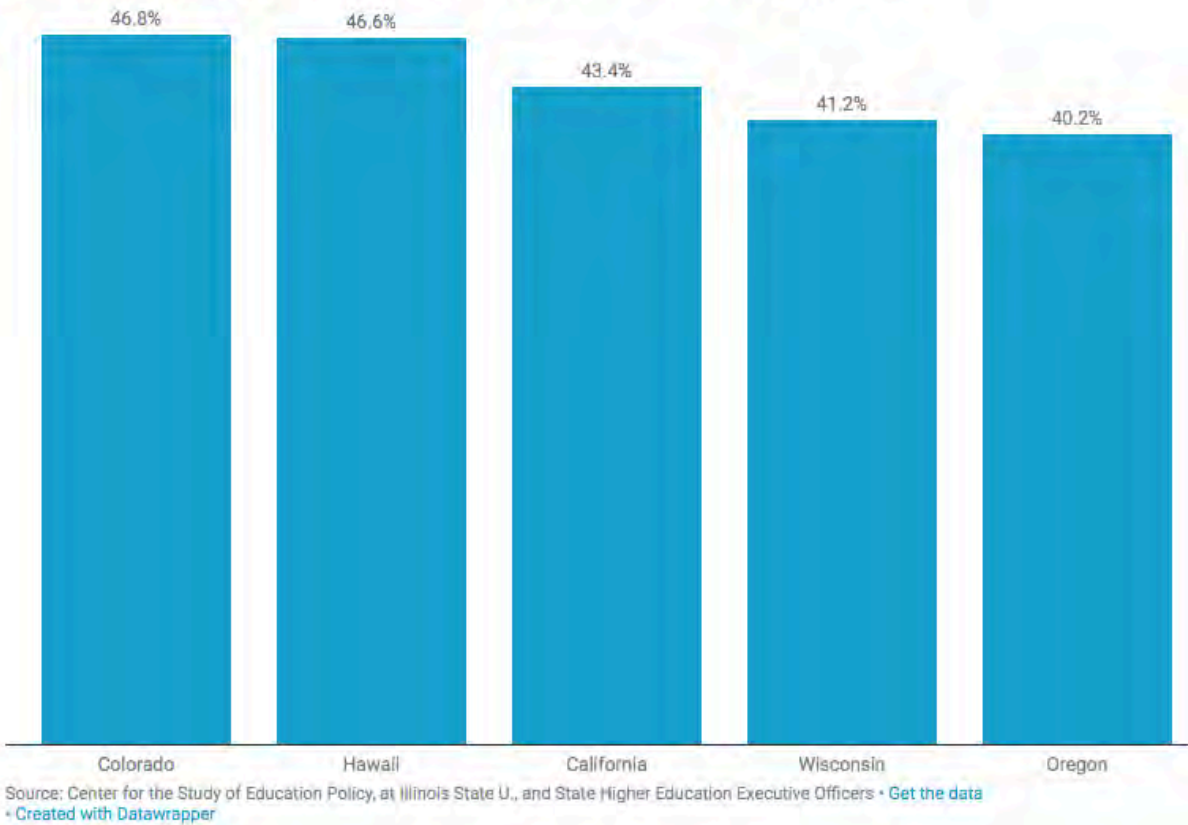
California Florida North Carolina Illinois Georgia



Source: Center for the Study of Education Policy, at Illinois State U., and State Higher Education Executive Officers - [Get the data](#)
• Created with Datawrapper

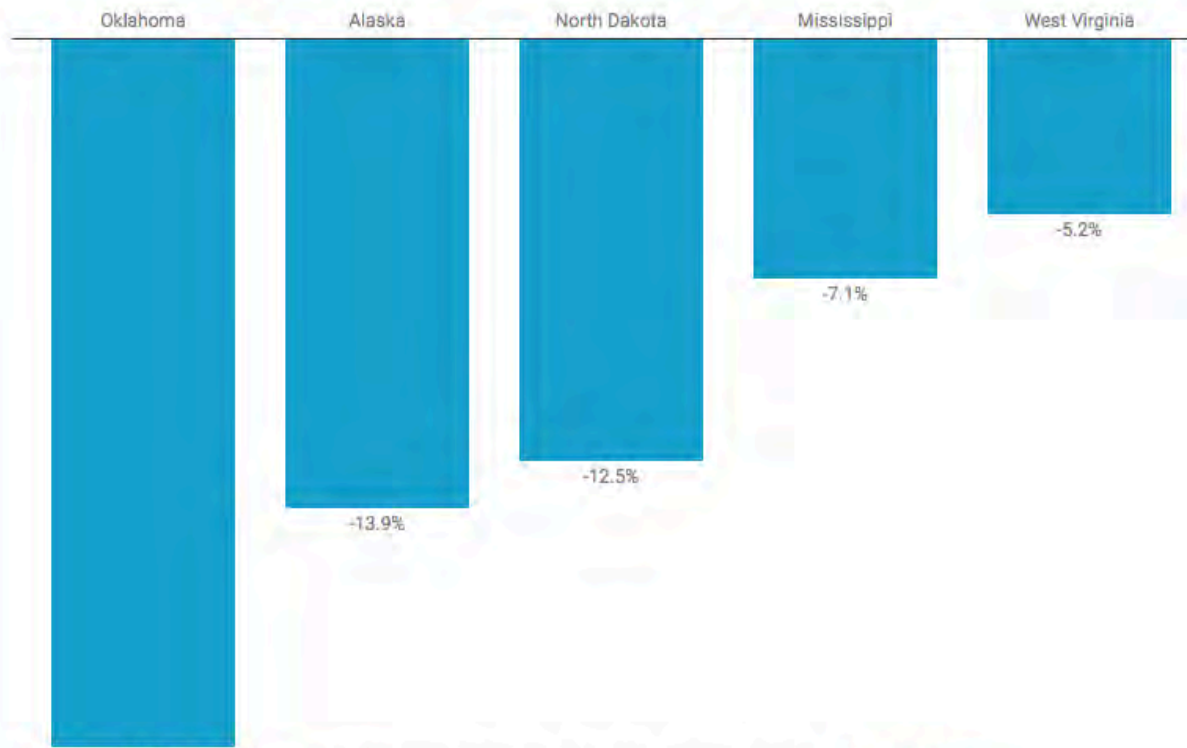
As usual, a handful of populous states accounted for most of the nationwide increase: The 6.6-percent rise in higher-education money in California made up nearly 30 percent of the national increase. The growth in spending in eight states — Colorado, Florida, Georgia, Illinois, New York, North Carolina, Virginia, and Washington — accounted for nearly 70 percent of the national increase, the survey found.

Where State Support for Higher Ed Grew the Most, 2014-19



The five-year trend for higher-education appropriations also continued to improve, the survey found. State spending on colleges has increased more than 18 percent since the 2015 fiscal year, with just seven states seeing declines over that period.

Where State Support for Higher Ed Fell the Most, 2014-19



Source: Center for the Study of Education Policy, at Illinois State U., and State Higher Education Executive Officers • [Get the data](#)
• Created with Datawrapper

What government shutdown means for higher ed

Inside Higher Ed

Congress failed to reach a last-minute agreement Friday night to avoid a government shutdown. That won't mean immediate consequences for federal student aid recipients or institutional funding. But institutions and students depending on Education Department programs could see an impact if the shutdown drags on.

For academics and institutions that receive grants from research agencies, funds already awarded are not affected, but peer review and other activities to select new grants may halt, and new funds will not be going out. The impact on academic science may be minimal if the shutdown lasts just a few days, but it would get significant in a longer shutdown.

Other functions of the Department of Education will be immediately curtailed or frozen, however, from work awarding special grants to the enforcement of civil rights at campuses across the country.

While the shutdown means no new federal dollars can be spent until lawmakers reach a funding deal, federal funding has already been disbursed for student aid in 2017-18.

Much of the funding for Pell Grants is mandatory -- meaning it is unaffected by a shutdown -- as is funding for federal student loans.

But David Bergeron, a senior fellow at the Center for American Progress who previously served as acting assistant secretary for postsecondary education, said the longer a shutdown goes on, the more unanticipated problems can arise.

"Certainly there's the potential for something to fall through the cracks," he said. "When you have 90 percent of your work force not here, making sure things are getting done, it can result in things not happening that are critical."

A prolonged shutdown could have a long-term impact for the department's grant-making work involving Title III funds, TRIO and GEAR UP programs, as well as graduate fellowships. A shutdown can slow the work of selecting grant recipients, Bergeron said. It can also create questions about the availability of future grant funds.

As part of the Department of Education's contingency plans released [this week](#), more than 90 percent of total staff would be furloughed during the first week of a shutdown. Even with exempt employees called back to work on a partial or rotating basis, no more than 6 percent of total staff would be working at any one time during a longer shutdown.

If the shutdown drags out, institutions themselves would begin to feel an impact, Secretary Betsy DeVos said in a memo this week.

"Colleges rely on higher education funds to pay ongoing expenses of staff running programs for disadvantaged students seeking to enter and stay in college," she said.

Peter McPherson, president of the Association of Public and Land-grant Universities, urged lawmakers to reach an agreement and avoid a shutdown in a statement Friday.

"We have been pressing for months for a bipartisan budget agreement which will lift the discretionary caps -- defense and nondefense caps similarly -- and thereby clear the way for House and Senate appropriators to write bills that Congress will approve and that will provide needed support for higher education and research," he said. "That budget agreement is necessary to move FY2018 funding forward and must materialize quickly. After all, we are already in the fourth month of the fiscal year! In the interim, we call on Congress and the president to act quickly and responsibly and not shutter government's many vital functions, among them important research and education projects and programs."

A shutdown will also mean an immediate suspension of most civil rights activities conducted by the department. Catherine Lhamon, the assistant secretary for civil rights during the Obama administration, said when the government shutdown for 16 days in 2013, her office could no longer conduct planned investigations.

"We could not conduct investigations that had long been planned," she said. "We could not conduct site reviews. The staff of the office for civil rights could not do any work."

As a Senate-confirmed employee, Lhamon could continue to work, along with one staffer from her 600-person division. But the office's work investigating violations and enforcing civil rights was effectively suspended.

"The costs that follow from that shutdown can never be recouped," she said. "You don't get those days back. You don't get that time back. You don't get those rights back."

Research Impact

The National Science Foundation [announced](#) that researchers who have received funds may continue to use them, but new payments will not be made during the shutdown. Many NSF grant recipients receive their funds in portions, so some may miss funds due soon. While the shutdown continues, no new grants will be awarded and peer-review panels won't meet, delaying new grants after the shutdown ends.

The Department of Health and Human Services [announced](#) that the National Institutes of Health would continue patient care for those in clinical trials at the NIH. The HHS guidance did not discuss grants awarded to universities.

The American Association for the Advancement of Science [issued a statement](#) saying that the shutdown "impedes the U.S. scientific enterprise," which has already been hurt by limits on funding for research programs.

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Colorado State University is proud to be one of the key partners in the reimagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.



CSU Campus at the National Western Center coming into focus in 2019



Next year, construction will begin on the Colorado State University Campus at the National Western Center. As part of our commitment to the Denver redevelopment project, CSU will have three buildings — focused around water, food, environment, energy, and health — convening the brightest minds to create solutions around pressing global issues, and serving as physical and virtual hubs for visitors from around the world.



Our world is growing at an exponential rate, and how we will maintain healthy, clean, and adequate water and food sources for nine billion people by 2050 is a critical question — one to which CSU is committed to finding answers. These solutions will not be found in a vacuum. The CSU Campus at the National Western Center will provide an unprecedented platform for researchers and stakeholders from various backgrounds to collaborate on these issues, and to engage and inspire the next generation of scientists, advocates, lawmakers, and teachers.

The CSU Campus at the National Western Center will be a hub for experiential education, summer camps, interactive family outings, and student-scientist interactions. It will be a destination where young minds can learn while having fun, and where adults can have fun while learning — where the latest technologies and innovations can be experienced in-person or remotely by learners of all ages and backgrounds.

As CSU stands up the first buildings at the new National Western Center, we look forward to having you join us as a participant in a space that will change the world.

— *Tony Frank, Chancellor, CSU System*

— *Amy Parsons, Executive Vice Chancellor, CSU System*

Project updates

- The City of Denver is studying the feasibility of transforming the historic 1909 Stadium Arena into a year-round public market. If you are a Colorado business owner in food and agriculture, please complete this [short survey](#) to inform the discussion.

Latest stories

- [Get in touch with your inner cowboy at CSU Day at the National Western Stock Show](#)

Visit CSU at the National Western Stock Show



The [National Western Stock Show](#) is the premier livestock, rodeo, and horse show in the nation — the "Super Bowl" of livestock shows — and one of Colorado's preeminent tourist destinations. The 16-day event attracts more than 700,000 visitors from around the country and the world every January.

CSU has been a part of the NWSS since its founding in 1906 and today is one of the major partners in the redevelopment of the National Western Center. CSU Day — a day for CSU alumni, students, and supporters — is one of the most popular days of the Stock Show.

In addition to CSU Day, CSU has a presence throughout the Show. The [CSU Seedstock Team](#), [4-H](#), and other CSU students compete annually at the NWSS. CSU students run the [Ag Adventure](#) — an interactive exhibit that teaches students where their food comes from in coordination with Colorado commodity groups. The [CSU Ag Ambassadors](#) run a booth every day of the Show, providing CSU ag students great service and education opportunities, and a rotating cast of outreach groups staff additional booths. This year, for the first time, CSU's [Upward Bound](#) program will be taking students from [Bruce Randolph School](#) in north Denver to the Mexican rodeo.

CSU Day is January 19 with an 11 a.m. Pro Rodeo, CAM the Ram, CSU mutton busters, a CSU student singing the National Anthem, and plenty of CSU giveaways. Enter code **NWSSCSU** [here](#) for discounted

tickets.

Upcoming events

[113th National Western Stock Show](#)

January 12-27

National Western Complex

[Citizen of the West](#)

January 14

5-9 p.m.

National Western Events Center

[CSU Day at National Western Stock Show](#)

January 19

National Western Complex

Purchase discounted tickets [here](#).

[NWC Citizens Advisory Committee](#)

January 31

February 28

March 28

5:30-7:30 p.m.

National Western Complex, Centennial Room

[FamilyFest](#)

February 23

11 a.m.-5 p.m.

National Western Complex

[Leonardo da Vinci: 500 Years of Genius](#)

Opens March 1

Denver Museum of Nature & Science

[CSU Water in the West Symposium](#)

March 13-14

Gaylord Rockies Resort & Convention Center

Early bird [registration](#) through January 31.

[21st Century Energy Transition Symposium](#)

April 1-2

Grand Hyatt Denver

Early bird [registration](#) through January 25.

[CSU @ NWC calendar](#) | [CSU Alumni events](#) | [National Western Stock Show events](#)



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

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

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