

**BOARD OF GOVERNORS**  
**May 7-8, 2019**  
Colorado State University  
Translational Medicine Institute  
2350 Gillette Drive, Fort Collins

**MONDAY, MAY 6, 2019**

**New Board Member Orientation – Orthopaedic Research Center Conference Room** 3:30 – 5:00 p.m.  
2250 Gillette Drive, Fort Collins

Board of Governors Dinner, Rare Italian, 101 S College Ave, Fort Collins (*Social Event*) 6:00 p.m.

**TUESDAY, MAY 7, 2019**

Board of Governors Breakfast, Translational Medicine Institute, Grand Event Hall 8:00 a.m. – 9:00 a.m.

Overview of South Campus Master Plan 8:30 a.m. – 9:00 a.m.

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

**NEW BOARD MEMBERS’ OATH OF OFFICE**

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

**2. BOARD CHAIR’S AGENDA** 9:15 a.m. – 9:25 a.m.

- Excellence in Undergraduate Teaching Award

**3. AUDIT AND FINANCE COMMITTEE** 9:25 a.m. – 11:25 a.m.

Jane Robbe Rhodes, Chair

*Audit Items*

- Status of FY 2018-2019 Audit Plan
- Review of Audit Reports Issued
- Status of Past Due Audit Recommendations
- Action on Adoption of the 2019-20 Audit Plan

*Finance Items*

- State Budget Update
- FY 2019 Quarterly Financials – 3<sup>rd</sup> Quarter
- CSU-Pueblo Business Financial Services Update
- Action on Adoption of FY 2019-2020 E & G Incremental Budget and Related Items
- Action on Adoption of FY 2020-2021 Combined Campuses Capital Construction Priority List
- Action on CSU Parking for Game Day Regulation and Foothills Campus Parking Plan
- CSU System Treasury Update
- Action on Bond Resolutions – Sixteenth Supplemental and First Amendments of the Twelfth and Fifteenth

**LUNCH** –Translational Medicine Institute Presentation and Tour 11:30 a.m. – 12:45 p.m.

**4. COLORADO STATE UNIVERSITY REPORTS** 12:45 p.m. – 1:50 p.m.

- Student Report – Presented by Tristan Syron
- Faculty Report – Presented by Margarita Lenk

- President's Report – Presented by Tony Frank
  - Colorado Water Center – Reagan Waskom
  - Colorado State Forest Service – Dean John Hayes and Joe Duda
  - County Commissioners Report – Lou Swanson

**5. CSU-PUEBLO REPORTS** 1:50 p.m. – 2:50 p.m.

- Student Report – Presented by Wes Taylor
- Faculty Report – Presented by Susan Belport
- President's Report – Presented by Tim Mottet

**BREAK**

**6. EXECUTIVE SESSION** 3:00 p.m. – 3:45 p.m.

**7. REAL ESTATE/FACILITIES COMMITTEE** 3:45 p.m. – 4:45 p.m.

Bill Mosher, Chair

*Executive Session*

*Open Session*

- Action on Program Plan – CSU Geoexchange System
- Action on Program Plan – CU-CSU Branch Medical School
- Action on Acquisition of NE Corner of Lake and Shields, along with Ground Lease to CSURF
- Action on Sale/Option on Gunnison Subdivided Parcel
- Action on Lease Approval on 555 17<sup>th</sup> Street

**8. EVALUATION COMMITTEE (Executive Session)** 4:45 p.m. – 5:15 p.m.

Nancy Tuor, Chair

**BOARD OF GOVERNORS DINNER, Elizabeth Hotel, Chestnut Room (Social Event)** 6:00 p.m.  
111 Chestnut St, Fort Collins

**WEDNESDAY, MAY 8, 2019**

Board of Governors Breakfast, Grand Event Hall, TMI Building 8:30 a.m. – 9:00 a.m.

**RECONVENE BOARD MEETING** 9:00 a.m.

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

Kim Jordan, Chair

- New Degree Programs
  - CSU: Professional Science Masters in Biomanufacturing and Biotechnology
  - CSU-Global: Graduate Certificate and Master of Science in AI and Machine Learning
  - CSU-Pueblo: Interdisciplinary Studies
- CSU Faculty Manual Changes
  - Faculty Manual – Section E.6
  - Faculty Manual – Section E.11.1
  - Faculty Manual – Section E.12.1
  - Faculty Manual – Section E.16
  - Faculty Manual – Section I.8
- CSU Emeritus Request Summary for AY18-19
- CSU Sabbatical Revisions Summaries for AY18-19

- CSU Systems Engineering Degree Title Change
- CSU Major in Business Administration Accounting Concentration at Castle Rock Fall 2019
- CSU-Pueblo Accreditation Schedule for AY18-19
- System-wide Report
  - Text Book Savings
  - Service Learning

**10. CSU-GLOBAL CAMPUS REPORTS** 10:00 a.m. – 10:30 a.m.

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

**11. STRATEGIC MAPPING UPDATE** 10:30 a.m. – 10:45 a.m.

**12. CHANCELLOR’S REPORT** 10:45 a.m. – 11:05 a.m.

- Government Affairs Update
- Action on CSU and CSU-Pueblo Naming Policy Revisions

**13. APPROVAL OF CONSENT AGENDA** 11:05 a.m. – 11:10 a.m.

A. Colorado State University System

- Minutes of the February 6, 2019 Board Retreat
- Minutes of the February 7, 2019 Board and Committee Meetings
- Minutes of the February 8, 2019 Board and Committee Meetings
- Minutes of the March 11, 2019 Special Board Meeting
- Minutes of the March 15, 2019 Special Board Meeting
- Minutes of the March 29, 2010 Special Board Meeting
- Executive Longevity Plan Fund Sponsor

B. Colorado State University

- New Degree: Professional Science Masters in Biomanufacturing and Biotechnology
- Faculty Manual Revision – Section E.6
- Faculty Manual Revision – Section E.11.1
- Faculty Manual Revision – Section E.12.1
- Faculty Manual Revision – Section E.16
- Faculty Manual Revision – Section I.8

C. Colorado State University-Pueblo

- New Degree Program: Bachelor of Science in Interdisciplinary Studies

D. Colorado State University-Global Campus

- New Graduate Certificate: AI and Machine Learning
- New Degree Program: Master of Science in AI and Machine Learning

**14. BOARD CHAIR’S FINAL AGENDA** 11:10 a.m. – 11:30 a.m.

- Election of Officers

**15. BOARD MEETING EVALUATION** 11:30 a.m. – 11:35 a.m.

**ADJOURNMENT** 11:35 a.m.

**OPTIONAL TOUR OF SOUTH CAMPUS – 1 Hour**

**Next Board of Governors Board Meeting/Retreat:** June 12-14, 2019, Gaylord of the Rockies, Denver

**APPENDICES**

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



# Section 1

## *Public Comment*

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# Section 2

## *Board Chair's Agenda*

*Excellence in Teaching  
Award*

# 2019 Excellence in Undergraduate Teaching Award



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

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

## **Board of Governors Excellence in Undergraduate Teaching Awards.**

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

The Board believes,

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

## **Dr. Aaron Sholders Colorado State University**



Dr. Aaron Sholders began as a full-time Instructor for the Department of Biochemistry and Molecular Biology (BMB) in 2006 when the undergraduate program was much smaller than today. During Dr. Sholders' first two years, he was the only full-time instructor as well as primary advisor for undergraduate students. He received a Senior Teaching Appointment in 2012.

A former recipient of the Jack E. Cermak Advising Award, the College of Natural Science Faculty Excellence in Undergraduate Teaching Award, and the N. Preston Davis Award for Instructional Innovation, he is known for his innovative teaching and rigorous standards. Dr. Sholders is also a mentor to other faculty and an outstanding advisor to undergraduate students.

A teacher with enormous impact on students, whether they are majors in Biochemistry and Molecular Biology (BMB) or not, Dr. Sholders skillfully organizes content and employs “inquiry-based” presentations that engage students in making predictions. A student stated that “he taught me and my classmates how to search for the reasoning behind every correct answer and fueled an excitement in me for the ... nature of biochemistry.” Dr. Sholders uses contemporary technology to provide interactive participation and the structure of his assignments allows students to be engaged in group hands-on projects. Department Chair, Laurie Stargell states, “He is one of those rare individuals who both connects with and inspires students in his classroom.” Even in a large class of 200 students, he strives to connect with the learners, sharing about himself so that he can build relationship. To address students' diverse backgrounds and approaches to learning, he employs a variety of resources and uses questions to prompt analysis of individual thinking processes. A student attests that “Aaron Sholders cares about his students and their success, gives students the educational foundation they need in his courses, challenges his students to rise up to their potential, and engages students to take their learning to a higher level.”

His pedagogical techniques and inquiry-based labs are being implemented by other faculty members and Graduate Teaching Assistants. Dr. Sholders also conducts peer evaluations that are used in promotion, tenure, and annual review processes, and he leads a team in the development of a “Concept Learning Inventory” to objectively measure improvements of student learning.

Dr. Aaron Solders has proven to be an innovative teacher, a colleague who is encouraging instructional growth in his division, and a significant, positive influence on students. For all these reasons, he merits the distinction of being named a Board of Governors Excellence in Undergraduate Teaching award recipient.

# Section 3

## *Audit and Finance Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
AUDIT and FINANCE COMMITTEE MEETING AGENDA  
May 2019**

Audit

- |   |        |
|---|--------|
| 1. <i>Discussion/Presentation:</i> Status of FY 2018-2019 Audit Plan          | 5 min  |
| 2. <i>Discussion/Presentation:</i> Audits issued since last Committee meeting | 10 min |
| 3. <i>Discussion/Presentation:</i> Status of past due recommendations         | 5 min  |
| 4. <i>Discussion/Presentation/Action:</i> Approval of FY 2019-2020 Audit Plan | 15 min |

Finance

- |   |        |
|---|--------|
| 5. <i>Discussion/Presentation:</i> State Budget Update  | 5 min  |
| 6. <i>Discussion/Presentation:</i> FY 2019 Quarterly Financials – 3 <sup>rd</sup> Quarter   | 5 min  |
| 7. <i>Discussion/Presentation:</i> CSU-Pueblo Business and Financial Services Update  | 10 min |
| 8. <i>Discussion/Presentation/Action:</i> FY 2020 Budget, Tuition, Fees   | 60 min |
| <ul style="list-style-type: none"> <li>• Adoption of FY2019-20 E&amp;G incremental budget, tuition, fees, and other schedules and policies as required by statute, the Board, and CCHE for CSU, CSU–Pueblo, CSU Global Campus, and the CSU System.</li> </ul> |        |
| 9. <i>Discussion/Presentation/Action:</i> FY 2021 State and Cash Funded Capital Construction  | 10 min |
| <ul style="list-style-type: none"> <li>• Adoption of the FY 2020-2021 combined campuses capital construction prioritization list for presentation to CCHE.</li> </ul>   |        |
| 10. <i>Discussion/Presentation/Action:</i> CSU Parking  | 10 min |
| <ul style="list-style-type: none"> <li>• Adoption of New Game Day Regulation</li> <li>• Adoption of Foothills Campus Parking Plan</li> </ul>  |        |
| 11. <i>Discussion/Presentation:</i> Treasury Update   | 5 min  |
| 12. <i>Discussion/Presentation/Action:</i> Bond Resolutions   | 10 min |
| <ul style="list-style-type: none"> <li>• Adoption of Sixteenth Supplemental Resolution</li> <li>• Adoption of First Amendment to Twelfth Supplemental Resolution</li> <li>• Adoption of First Amendment to Fifteenth Supplemental Resolution</li> </ul>       |        |

# Board of Governors

Audit and Finance Committee

February 7, 2018



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

# Item #1

## Status of FY2018-2019 Audit Plan

COLORADO STATE UNIVERSITY SYSTEM

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





**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING  
STATUS OF FISCAL YEAR 2019 AUDIT PLAN**

Institution	Audit Area	Status
CSU	Data Security-Advancement	Report 19-01
CSU	Special Project - Continuous Auditing	Report 19-02
CSU	Social Media (IT)	Report 19-03
CSU	Athletics Compliance	Report 19-04
CSUP	Special Project - CSUP Capital Accounts	Report 19-05
CSUGC	Cloud Computing	Report 19-06
CSU	INTO	Report 19-07
CSU	Special Project – University Advancement	Report 19-08, Memo
CSU	On-Campus Programs for Minors – Special Event Controls	Report 19-09
CSUP	Special Project - College of Business	Memo
CSUP	Special Project - CSUP Travel Card	Memo
All	Special Projects - Other	Seven informal memos to date

In Progress Audits							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	CSURF/CSUF Operating Agreements						
CSUP	AIS (CSU-Pueblo)						
CSUP	Accounts Receivable (CSU-Pueblo)						
CSUP	Human Resources/Payroll (CSU Pueblo)						
CSU	CVMBFS Financial and IT Review						
CSU	VP Enrollment and Access						
CSU	Facilities-Campus Design & Construction						
CSU	Health Center-Insurance Billing						
CSUGC	Human Resources (CSU Global)						

Remaining Audits							
Institution	Audit Area	Timeline					
		Jan	Feb	Mar	Apr	May	Jun
CSU	Athletics Compliance						
CSU	Student Support and Safety/Title IX Controls						
All	Continuous Auditing						
CSU	Office of Sponsored Programs						
CSUS	System-wide Strategic Planning - Shared Resources	Implementing through other means					
CSUGC	Cybersecurity (CSU Global)	Propose moving to FY21 due to changing org risks					
CSU	Department Codes-Best Practices	Propose removing from plan per FY20 Audit Plan					
CSU	Research Integrity & Compliance Review Office	Propose removing from plan per FY20 Audit Plan					
All	Ethical Climate	Propose removing from plan per FY20 Audit Plan					

Planning
  Fieldwork
  Reporting

# Item #2

## Audits Issued Since Last Committee Meeting

COLORADO STATE UNIVERSITY SYSTEM

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





## Cloud Computing – Colorado State University-Global Campus

### EXECUTIVE SUMMARY

February 13, 2019

#### Background Information

The Colorado State University-Global Campus (CSUG) is “committed to advancing student success in a global society, investing in human capital, expanding the state economy, and enhancing the quality of life for citizens in the state of Colorado and beyond by providing access to dynamic degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement.” CSUG is a 100 percent online university. Its Information Technology group heavily utilizes a cloud computing model to deploy applications used by both students and staff for learning management and business operations. Nearly all major applications used by CSUG are packaged software purchased through a third-party vendor accessed by a Software as a Service (SaaS) website or hosted by an Infrastructure as a Service (IaaS) vendor. CSUG also uses third-party vendors to monitor the IaaS, implement changes to systems, and support help desk ticket responses.

The cloud computing model is a method of procuring and deploying IT resources and applications using only a network connection. According to the National Institute of Standards and Technology, cloud computing is “a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction.” Cloud computing offers the potential for substantial cost savings through more efficient delivery of computing resources; expertise of vendors used; flexible payments that increase or decrease based on needed resources; and a decreased need to buy, build, and maintain hardware or data centers necessary for maintaining in-house information systems.

Utilization of cloud systems presents additional unique risks, such as loss of data control, security, and access issues that need to be properly managed by the IT team. These risks can be mitigated by taking precautionary and proactive steps to protect CSUG’s data, interests, and resources.

#### Scope and Objectives

This audit covered IT infrastructure (i.e. server and database) controls during the period July 1, 2017, through September 30, 2018. Our objectives were to:

- Determine the adequacy of CSUG's IT governance.
- Determine whether policy and procedures ensure CSUG complies with state and federal requirements related to sensitive data.
- Determine the adequacy of cloud infrastructure solution information technology general controls (ITGC.)
- Determine the adequacy of CSUG's IT vendor management.

#### Results and Conclusions

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

During 2018, CSUG moved from a primarily in-house IT support model to a mostly outsourced model. Many of its controls have not yet been transitioned to support this new IT model, which is reflected in

the findings. Its current system of internal control is not sufficient for the institution's outsourced cloud computing infrastructure.

We made the following recommendations based on the audit findings:

1. To comply with external regulation, the Associate Vice President of Finance and Compliance should implement the mandated PCI DSS controls or stop processing payments on behalf of students.
2. The Assistant Director of Information Technology should implement IT infrastructure access management controls that comply with internal policy.
3. The Assistant Director of Information Technology should update server password parameters to comply with internal policy.
4. The Assistant Director of Information Technology should implement change management controls that comply with internal policy.
5. To comply with external regulation, the Associate Vice President of Finance and Compliance should ensure all employees receive periodic information security training.
6. To comply with external regulation, the Senior Vice President of Student Operations should ensure that all relevant employees are trained on data breach risks and procedures.
7. The Assistant Director of IT should annually complete an assessment of risk and test the Disaster Recovery Plan procedures to comply with internal policy.
8. To comply with external regulation, the Associate Vice President of Finance and Compliance should ensure that a formal risk assessment is completed prior to IT vendor procurement and annually thereafter prior to contract renewal.

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



Review of the International Student Center Services Agreement (INTO) – Colorado State University

EXECUTIVE SUMMARY

March 5, 2019

**Background Information**

The International Student Center Services Agreement (Agreement) is a partnership between Colorado State University (CSU), INTO University Partnerships (IUP), and INTO CSU, LLC effective February 2012 through 2042. The Agreement created the INTO CSU program, offering academic preparatory and English language programs which, when completed, enable qualified international students the ability to progress to undergraduate and graduate degree programs at CSU. Each party involved has agreed to provide certain services in connection with the INTO CSU program. CSU provides teaching services and facilities, INTO CSU manages the operations of the program, and IUP provides marketing and student recruitment services. Each party involved also has certain financial obligations.

Oversight of the partnership is accomplished through the INTO CSU Board. The Provost, Vice President of External Relations, and President/CEO of the CSU Research Foundation (CSURF) are the CSU representatives to the INTO CSU Board. The INTO CSU Finance Committee keeps the INTO CSU Board apprised of financial matters. The Vice President of University Operations and Controller represent CSU on the Finance Committee.

**Scope and Objectives**

We evaluated the internal controls surrounding the calculation of billed amounts, tested the accuracy of the calculations, and evaluated adherence to the financial provisions of the Agreement from inception, February 2012, through December 2018. The objectives were to:

- Evaluate adherence to financial provisions of the agency agreements.
- Evaluate internal controls surrounding the calculation and payment of contractual fees.

**Findings and Conclusions**

Internal controls surrounding the calculation and payment of contractual fees are strong. Our review of billed amounts indicates they are

consistently and accurately calculated and billed. The policies and procedures implemented by Business and Financial Services (BFS) staff to track and calculate implemented by Business and Financial Services (BFS) staff to track and calculate contractual payments are documented, communicated, and are consistent with those of the University. During the last four years, CSU’s financial records show increasing accounts receivable balances due from INTO entities to CSU entities.

**Fiscal Year End Accounts Receivable Balances**

(Dollars in thousands)

Owed By	Owed To	FYE15	FYE16	FYE17	FYE18
INTO CSU	CSU	\$ 1,128	\$ 1,119	\$ 2,658	\$ 3,396
INTO CSU	CSURF	\$ 291	\$ 1,013	\$ 1,348	\$ 1,409
CSU	INTO CSU	\$ 160	\$ 216	\$ 138	\$ 719
CSU	INTO IUP	\$ 543	\$ 628	\$ 653	\$ 616
Net owed by all INTO entities to all CSU entities		\$ 716	\$ 1,288	\$ 3,215	\$ 3,470

Missed enrollment targets appear to have negatively impacted cash flow for INTO CSU, resulting in the steadily increasing balances noted above. In March 2017, CSU began withholding certain payments due to INTO CSU to help offset the increasing amounts due from INTO CSU. As CSU’s financial oversight over the Agreement is strong, all parties involved in the Agreement are aware of and are currently exploring solutions to the enrollment and accounts receivable issues. Although the Agreement includes an option to terminate in the event a party is unable to pay its debts, a decision to end the contract has not been made because CSU continues to experience positive revenue for students who have matriculated. We, therefore, did not make formal recommendations; rather, we verbally discussed suggestions for BFS to consider if a new contract is negotiated.

We appreciate the prompt responses and cooperation (availability for interviews and access to records) extended to us by management and staff during the course of our review.



## University Advancement – Colorado State University

## EXECUTIVE SUMMARY

April 2, 2019

**Background Information**

Colorado State University (CSU) Advancement engages alumni, parents, friends, corporations, and foundations to raise the financial support necessary to advance the University's mission and vision. It builds relationships and connects donors to students, faculty, and programs that align with the donor's purposes and unique interests. University Advancement (UA) began Fiscal Year (FY) 2018 with a new Vice President for UA (VPUA), Dr. Kim Tobin. By UA reports, CSU received nearly \$153 million in private support for FY 2018 and had an operating budget of \$14.5 million for the year. In October 2018, CSU announced that State Your Purpose: The Campaign for Colorado State University reached its \$1 billion goal nearly two years ahead of schedule.

Beginning in September 2018, a series of anonymous reports alleging fiscal misconduct in UA were made to the CSU System Compliance Reporting Hotline over a period of several months. Internal Auditing evaluated each fiscal misconduct allegation, found no evidence of anyone attempting to obtain an unauthorized financial benefit from any UA transaction, and reported the findings and conclusions to the CSU president and the Audit and Finance Committee Chair on February 4, 2019. The purpose of this review is identify opportunities to improve internal controls within UA to ensure ongoing compliance of CSU policies and procedures.

**Scope and Objectives**

Our review primarily focused on limited expense disbursement transactions occurring during FY 2018 and FY 2019 to address the specific concerns outlined in the hotline reports. Our objectives were to:

1. Evaluate compliance with certain related CSU financial rules, policies and procedures.

2. Assess the adequacy of internal controls over disbursements initiated by the VPUA.
3. Evaluate the internal control environment in UA and the division's commitment to integrity and ethical values.

To accomplish these objectives, we interviewed personnel, data mined Quali financial transactions, evaluated documentation, and performed other such tests we considered necessary.

**Results and Conclusions**

During our review of expense disbursement transactions, we found internal controls within UA could be strengthened to ensure compliance with CSU financial rules, policies, and procedures. Elevating awareness of all financial rules, policies, and procedures will demonstrate management's commitment to integrity and University values.

We made the following recommendations based upon our findings:

1. To prevent the appearance of a misuse of public resources, and to ensure compliance with CSU Financial Rule 2.18, UA should eliminate department-funded alcoholic beverages at staff meetings.
2. UA should implement a procedure to monitor the department's use of mobile communications devices and ensure compliance with CSU Fiscal Rule 2.13.1 and FPI 2-15.
3. To ensure that travel expenses do not create the appearance of a misuse of public resources, the VPUA should ensure that all employee travel is completed using the most economical means available to satisfactorily accomplish CSU's business. Instances where charges appear excessive but are considered appropriate for the travel situation should be documented with an explanation of business necessity.
4. In collaboration with CSU Tax Services and other University

officials, the VPUA should create and implement a UA policy and procedure document that outlines procedures for distributing sporting event tickets to ensure that 1) they are used for a business purpose whenever possible, and 2) when there is personal use of the tickets, procedures provide for compliance with IRS regulations.

5. The VPUA should consider routing all VPUA expenses to a higher-level for approval. This will improve transparency and ensure that spending is consistent with university objectives.
6. To demonstrate management's commitment to compliance with CSU policies and procedures and to ensure compliance across UA, the VPUA should ensure that training is provided to all UA employees to ensure their understanding of key University financial rules, policies, and procedures.

We appreciate the cooperation extended to us and the discussions we had with UA during the course of our review.

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Susy Serrano – Director, Internal Auditing





## On-Campus Programs for Minors – Special Event Controls – Colorado State University

## EXECUTIVE SUMMARY

April 4, 2019

**Background Information**

Colorado State University (CSU) offers a wide variety of events and programs to the local community, including on-campus programming for minors (individuals under the age of 18). These programs include sports camps, conferences, seasonal events, academic programs, mentoring programs, and other activities. Activities that are non-academic in nature and occur either on campus grounds or in academic buildings are considered special and must be coordinated through Facilities Management (Facilities). Facilities is responsible for evaluating each request, determining which entities on campus will be affected by the activity, obtaining feedback and/or approval from departments such as Risk Management and Insurance (RMI) and Environmental Health Services (EHS), confirming that the events have been approved by all authorities, and approving the event space. Review and approval by RMI helps to mitigate alcohol and insurance risks. Review by EHS helps to mitigate risks related to food safety, child care, animal safety, fire safety, and emergency exit.

The Event Management System (EMS) was implemented for special events in 2016 and is an event scheduling system and central registry for on-campus events. EMS facilitates scheduling to avoid conflicts with other campus events and helps ensure that risks connected with events are properly addressed. Overall use of the system has increased since its inception, but EMS is not used for all event scheduling. During fiscal year 2018, there were over 3,500 EMS special events.

**Scope and Objectives**

Our review encompassed the period July 1, 2016, through November 20, 2018. Our objectives were to examine controls in place for special events involving minors on campus and to determine if they are adequate to provide assurances that 1) special events are appropriately

reviewed and approved, and 2) the approval process ensures major risks are evaluated and addressed prior to special event approval.

To accomplish these objectives, we interviewed staff, observed systems and processes, reviewed the adequacy of existing policies and procedures, reviewed controls over administrative and operational procedures, performed detailed testing over administrative and operational procedures, tested system information, surveyed system users, and performed other audit procedures as necessary. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

**Findings and Conclusions**

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

The system of internal control for special event requests is generally adequate for special events with minors on campus. A summary of the conclusions for each of the objectives is as follows:

- We determined there is a system of control that helps ensure special events are appropriately reviewed and approved by the appropriate risk managers. We made three recommendations to help mitigate risk and strengthen internal controls in this area.
- We determined that a system of internal control within the Event Management System special events approval process is established and adequately ensures all identified major risks related to minors on campus are evaluated prior to approval of the event. We made two recommendations to strengthen internal controls in this area and to mitigate risk to a reasonable level.



We made the following recommendations based on the audit findings:

1. The Executive Director of the Department of Policy, Risk and Environmental Programs should ensure that the Protection of Minors Policy is communicated to key stakeholders.
2. The Chief Risk Officer should facilitate the development of a protection of minors training program. Training sessions should be made available regularly, and training materials should be available to all departments.
3. It is recommended that the Event Management System administrators work with Conference and Event Services, University Center for the Arts, and the Veterinary Teaching Hospital to establish a timeline for integration of the departments into the Event Management System.
4. It is recommended that the Executive Director of the Department of Policy, Risk and Environmental Programs recommend a policy provision to the Protection of Minors Policy that requires all special events involving minors to be scheduled using the EMS special events system.
5. The Facilities Customer Services Manager, EHS Public Health Administrator, and Chief Risk Officer should develop documented procedures for each unit's special events review and approval process.

We appreciate the cooperation extended to us by management and staff during the course of our review.

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Susy Serrano – Director, Internal Auditing

# Item #3

## Status of Past Due Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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





**Internal Auditing**  
**All Overdue Recommendations**

<b>Audit Number</b>	<b>Audit Name</b>	<b>Institution</b>	<b>Rec No</b>	<b>Recommendation</b>	<b>Audit Report Response</b>	<b>Target Completion Date</b>	<b>Revised Target Date</b>
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	05/31/2019
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	05/31/2019
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



## Internal Auditing

### All Overdue Recommendations (cont'd)

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
19-05	Negative Cash Balance	CSU-P	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.	Agree. The President, in working with his Cabinet, will review the "Financial Rules" currently being used by CSU and will work with CSU to adopt and implement the appropriate and relevant rules that are applicable to CSU-Pueblo to improve internal controls. CSU-Pueblo will collaborate with CSU to evaluate and monitor whether internal controls have been appropriately implemented. During these evaluations, a determination will be made whether the controls need to be modified or strengthened.	3/31/2019	12/31/2019

# Item #4

## Approval of FY 2019-2020 Audit Plan

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University System  
Board of Governors Meeting – May 7, 2019  
Action Item

MATTER FOR ACTION:

Approval of the FY 2019-2020 Audit Plan for the Colorado State University System

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed FY 2019-2020 Audit Plan, as presented to and approved by the Board's Audit and Finance Committee, for Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus.

EXPLANATION:

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

Each year the Director of Internal Auditing proposes a plan for audits at the three institutions. The plan is based on an assessment of organizational risks that considers the likelihood (e.g., organizational history, susceptibility to fraud, operational complexity, etc.) and impact (financial impact, human health and safety impacts, reputational risk, etc.) of negative events.

Audit resources that will be available to the CSUS: Audit Director, Information Technology (IT) and Data Analytics Audit Manager, an IT Auditor, an Audit Manager, a Senior Auditor, two Staff Auditors, and external service providers as needed.

The approval of the FY 2019-2020 Audit Plan is in accordance with Bylaw VII of the Colorado State University System Board of Governors, as supplemented by Board Policy 111, and will provide the authority for the Office of Internal Auditing to address its charge to provide the Board of Governors and the Chancellor with an independent and objective evaluation of the internal controls necessary to accomplish System objectives in compliance with policies and procedures, regulatory requirements, and sound business practices.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Secretary

Board of Governors of the Colorado State University System

\_\_\_\_\_  
Date



## CSU SYSTEM INTERNAL AUDITING FISCAL YEAR 2020 ANNUAL AUDIT PLAN



### BACKGROUND

The Colorado State University (CSU) System Internal Audit Plan is a description of the assurance and consulting activities that the Office of Internal Auditing (IA) proposes undertaking during the upcoming fiscal year consistent with its mission. CSU System IA operates in conformance with the Institute for Internal Auditors *International Professional Practices Framework (IPPF)*. *IPPF Standard 2010 Planning* requires that the chief audit executive establish a risk-based audit plan to determine the priorities of the internal audit activity, consistent with the organization's goals. The internal audit activity's plan of engagements must be based on a documented risk assessment, undertaken at least annually, and the input of senior management and the board must be considered as part of this process.

### METHODOLOGY

To develop the risk-based audit plan, IA conducted an annual risk assessment that begins by understanding the organization's strategies, key business objectives, associated risks, and risk management processes. IA consulted with senior management, the board, and key operational managers to collect information on key risks that exist across the institutions. Information was also collected through ongoing collaboration with risk managers, staff participation in industry professional conferences, participation in on-campus committees to understand ongoing control activities, through ongoing assessments, and other mechanisms. The Risk Ranking Guidelines describe the risk factors considered in assessing CSU System risks, and the Risk Scoring Matrix describes how the risks were ranked. A risk assessment was prepared for each institution in the CSU System, and the audit plan was developed based on the results of the risk assessment and an assessment of available audit resources. The CSU System bylaws and Audit Charter state that the Audit and Finance Committee shall review and approve the annual audit plan.

### **AVAILABLE INTERNAL AUDITING RESOURCES**

During Fiscal Year 2020, it is anticipated that IA will have approximately **9,550 hours** available for staffing, including hours available for subject matter expertise acquired through external audit service providers. Audit projects proposed for the audit plan total **9,685 hours** (variance assumes some projects will cross fiscal years). Available hours were calculated based on annual work hours, less indirect time such as

- Annual and sick leave accruals
- Planned parental leave
- Professional development
- Administrative hours
- Participation in on-campus committees
- Other indirect time

The staffing available to execute the strategic plan include

- An Audit Director
- One Audit Manager
- IT Audit & Data Analytics Manager
- One Senior Auditor
- One IT Auditor
- Two staff auditors
- Six pre-qualified external audit service firms with specialized audit experience in construction, healthcare, financial aid, tax compliance, fraud investigations, and other areas relevant to institutions of higher education.

Relevant staff certifications for IA staff are as follows:

- Certified Public Accountants (5)
- Certified Internal Auditors (4)
- Certified Information Systems Auditors (2)
- Certified Fraud Examiners (2)
- Chartered Global Management Accountant (2)
- Certified IDEA Data Analyst (1)

**CSU SYSTEM INTERNAL AUDITING  
FISCAL YEAR 2020 ANNUAL AUDIT PLAN**

**SUMMARY OF PROPOSED FY 2020 AUDIT ENGAGEMENTS**

<b>FY2020 Audit Projects</b>	<b>Type of Audit</b>	<b>Institution</b>	<b>Risk Level</b>	<b>Total Estimated Hours</b>	<b>Percent of Total</b>
Facilities Planning, Design, and Construction (Carryforward)	Assurance	CSU	<b>HIGH</b>	50	0.5%
Health Center - Insurance Billing (Carryforward)	Assurance	CSU	<b>HIGH</b>	50	0.5%
CSU-Global Human Resources (Carryforward)	Assurance	CSU-G	<b>HIGH</b>	50	0.5%
Student Support & Safety Audit (Carryforward)	Assurance	CSU	<b>HIGH</b>	300	3%
Athletics Compliance Audit (Carryforward)	Assurance	CSU	<b>HIGH</b>	550	6%
Office of Sponsored Programs (Carryforward)	Assurance	CSU	<b>HIGH</b>	350	4%
President's Office Transition Audit	Assurance	CSU	<b>HIGH</b>	475	5%
CSU Tax Compliance Audit	Assurance	CSU	<b>HIGH</b>	375	4%
CSU VP Engagement Transition Audit	Assurance	CSU	<b>HIGH</b>	500	5%
CSU Health and Human Sciences Transition Audit	Assurance	CSU	<b>HIGH</b>	425	4%
CSU International Programs Transition Audit	Assurance	CSU	<b>HIGH</b>	425	4%
CSU Decentral Data Security Control Audit	Assurance	CSU	<b>HIGH</b>	450	5%
CSU Ramcard Controls Audit	Assurance	CSU	<b>HIGH</b>	400	4%
CSU Advancement Follow-up Testing	Assurance	CSU	<b>HIGH</b>	250	3%
CSU System-Treasury Cash Controls Audit	Assurance	CSUS	<b>HIGH</b>	375	4%
CSU-Global Student Financial Aid Audit	Assurance	CSU-G	<b>HIGH</b>	350	4%
CSU-P Data Security Controls Audit	Assurance	CSU-P	<b>CRITICAL</b>	450	5%
CSU-P Assessment of IT Risk Consultation	Consulting	CSU-P	<b>CRITICAL</b>	350	4%
CSU-Pueblo Internal Controls Consultation	Consulting	CSU-P	<b>CRITICAL</b>	325	3%
CSU-Pueblo Office of Research & Sponsored Programs Audit	Assurance	CSU-P	<b>HIGH</b>	450	5%
CSU-Pueblo Student Financial Services Audit	Assurance	CSU-P	<b>CRITICAL</b>	350	4%
Audit follow-up	Follow-up	All	<b>HIGH</b>	245	3%
Hotline follow-up, investigations, and special projects	Investigation	All	<b>HIGH</b>	2,140	22%
			<b>Total:</b>	<b>9,685</b>	<b>100%</b>

**Risk Ranking Guidelines**

**Likelihood = The probability that a risk will become reality**

**When determining "Likelihood" consider the following:**

<b>History:</b>	<i>Is there a history of audit findings, significant internal control weaknesses, significant financial adjustments, negative publicity, or other events that might warrant increased diligence over the next fiscal year? Has this area not undergone internal or external audit in a long time that perhaps there are unidentified internal control weaknesses?</i>
<b>Susceptibility to Fraud or Theft:</b>	<i>Is the area highly susceptible to theft, fraud, or other manipulation that could lead to loss of resources or material misstatements of account balances or account activity? Could management or key personnel be "potentially" motivated to intentionally engage in inappropriate behaviors, misrepresent accounts, etc., for self-serving motives (such as notoriety, financial gain, continued grant funding, etc.), or are there any known or likely conflicts of interest, nepotism, or a lack of clear segregation of duties in this area?</i>
<b>Organizational Growth and Change:</b>	<i>Have there been changes in mission, key personnel or leadership, or has there been a significant change in regulations, policies, computer systems, software application, etc.? Has there been significant growth in this area where internal controls may not have kept up with growth? Note: if significant changes are anticipated, please indicate the nature and anticipated timing.</i>
<b>Regulatory or Compliance Implications:</b>	<i>Is this area/activity highly regulated by outside entities (e.g., state, federal entities), or is its mission is heavily tied to compliance objectives?</i>
<b>Operational Complexity:</b>	<i>Are complex procedures, operations, calculations, specific expertise, or complicated multi-level computations required in this area?</i>
<b>Lines of Defense:</b>	<i>Does the area have strong oversight by other lines of defense (e.g., Risk Management, Compliance Office, Environmental Health and Safety, Office of General Counsel, etc.)?</i>
<b>Management Request:</b>	<i>Has operational management requested an audit of this area or identified specific vulnerabilities? Has the Board of Governors or senior management identified this as a high-risk area?</i>

**Ranking Probability**

<b>High:</b>	The risk will become a reality frequently.
<b>Medium:</b>	The risk will become a reality infrequently.
<b>Low:</b>	The risk will rarely become a reality.

**CSU SYSTEM INTERNAL AUDITING  
FISCAL YEAR 2020 ANNUAL AUDIT PLAN**

<b>Risk Ranking Guidelines (Cont'd)</b>	
<b>Impact = The effect an occurrence of that risk will have upon the achievement of goals &amp; objectives.</b>	
<b>When determining “Impact”, consider of the following:</b>	
<b>Human Health and Safety Impact:</b>	<i>Includes any type of bodily harm up to and including loss of life, but it may also consider psychological harm such as bullying, discrimination or unfair practices.</i>
<b>Societal/Environmental Impact:</b>	<i>Includes actual societal or environmental impacts (such as pollution or environment waste management) as well as perceived societal or environmental impacts (such as deviations from society’s perceptions of the “right thing to do”).</i>
<b>Financial Impact (financial, economic or casualty):</b>	<i>Potential financial loss resulting from misappropriation, mishandling of assets, fines resulting from noncompliance, potential loss of future funding, monetary settlements or remediation, etc.</i>
<b>Mission Impact:</b>	<i>Broad category that encompasses anything that might hamper the University’s ability to continue to provide services aligned with its mission. Examples include physical infrastructure, key personnel retention, disaster recovery and business continuity plans, succession plans, external competition or loss of revenue stream, threats to IT tools which are used to manage the University’s various functions, threats to information such as confidential or personal information which may be exploited to benefit another party or to harm the University or its stakeholders.</i>
<b>Reputational Impact:</b>	<i>Anything that might cause harm to the University’s reputation locally, nationally or within the academic community. This impact could trigger other negative impacts, such as mission and financial impacts.</i>
<b>Ranking Impact</b>	
<b>High:</b>	The effect will prevent the achievement of goals and objectives.
<b>Medium:</b>	The effect will cause inefficient operations and/or require unplanned resources to meet goals and objectives.
<b>Low:</b>	There will be no measurable effect upon the achievement of goals and objectives.

<b>OVERALL RISK SCORING MATRIX</b>		<b>LIKELIHOOD</b>		
		High	Medium	Low
<b>IMPACT</b>	High	Critical	High	Medium
	Medium	High	Medium	Low
	Low	Medium	Low	Low

**CSU SYSTEM INTERNAL AUDITING  
FISCAL YEAR 2020 ANNUAL AUDIT PLAN**

**DESCRIPTION OF FY20 AUDIT ENGAGEMENTS**

<b>FY2020 Audit Projects</b>	<b>Type of Audit</b>	<b>Institution</b>	<b>General Objective/Description</b>
Ethical Climate Controls Audit	Assurance	All	Propose removing from plan, as risk has been mitigated through direct consultation with the Chancellor.
Department Codes - Best Practices	Assurance	CSU	Propose removing from plan due to higher risk projects.
Research Integrity & Compliance Review Office	Assurance	CSU	Propose removing from plan due to higher risk projects.
System-wide Strategic Planning-Shared Resources	Assurance	CSUS	Implementing through other means. Opportunities for CSUS collaboration and shared resources are being discussed with management during ongoing audit engagements; therefore, a standalone audit is not necessary.
CSU-Global Cybersecurity Audit	Assurance	CSU-G	Propose moving project to FY21. CSU-Global is planning a move during FY20, which will impact physical security controls to be assessed during the audit. In addition, CSU-Global has mitigated some risk by implementing a number of internal control improvements during FY19, as was noted during follow-up of the Cloud Computing audit. An audit in FY21 will allow IA to revisit controls and ensure ongoing their effectiveness.
Facilities Planning, Design, and Construction (Carryforward)	Assurance	CSU	Carryforward: Project will be in progress before the end of the year. Hours reflect project completion.
Health Center - Insurance Billing (Carryforward)	Assurance	CSU	Carryforward: Project will be in progress before the end of the year. Hours reflect project completion.
CSU-Global Human Resources (Carryforward)	Assurance	CSU-G	Carryforward: Project will be in progress before the end of the year. Hours reflect project completion.
Student Support & Safety Audit (Carryforward)	Assurance	CSU	Carryforward: Project will be in progress before the end of the year. Hours reflect project completion.
Athletics Compliance Audit (Carryforward)	Assurance	CSU	Carryforward: Project will be in progress before the end of the year. Hours reflect project completion.
Office of Sponsored Programs (Carryforward)	Assurance	CSU	Carryforward: OSP has implemented a number of controls to improve institutional compliance with federal guidelines. Sponsored research at CSU has had significant audit activity over the past several years, though compliance with sponsor regulations and requirements will be an ongoing risk. The focus of this FY20 project, therefore, will be to develop continuous auditing mechanisms through data analytics to assess ongoing compliance.

**DESCRIPTION OF FY20 AUDIT ENGAGEMENTS (Cont'd)**

<b>FY2020 Audit Projects</b>	<b>Type of Audit</b>	<b>Institution</b>	<b>General Objective/Description</b>
President's Office Transition Audit	Assurance	CSU	This audit would assess financial and administrative controls in the President's Office to provide internal control observations and recommendations to new leadership.
CSU Tax Compliance Audit	Assurance	CSU	This is a high-risk area due to the complex nature of IRS regulations and recent changes to the tax code. The decentralized structure at the institution results in increased risk due to varying levels of control across the organization.
CSU VP Engagement Transition Audit	Assurance	CSU	This audit would assess financial and administrative controls to provide internal control observations and recommendations to new leadership.
CSU Health and Human Sciences Transition Audit	Assurance	CSU	Audit would assess financial and administrative controls to provide internal control observations and recommendations to new leadership.
CSU International Programs Transition Audit	Assurance	CSU	Financial and administrative review to provide internal control observations and recommendations to new leadership.
CSU Decentral Data Security Control Audit	Assurance	CSU	This audit will assess information security compliance with internal and external regulation in a select high-risk area at CSU.
CSU Ramcard Controls Audit	Assurance	CSU	Ramcard is the student identification and cash management card for on-campus services at CSU. A new Ramcard management system is currently being implemented. This audit would assess IT general controls, including data integrity controls, within the new system.
CSU Advancement Follow-up Testing	Assurance	CSU	CSU Advancement implemented control measures during FY19 to improve awareness and ongoing compliance with university policies and procedures. IA would perform limited follow-up testing to ensure ongoing effectiveness of control improvements.
CSU System-Treasury Cash Controls Audit	Assurance	CSUS	Provide assurance that internal controls for cash management are in place and working effectively after moving some system assets from Colorado State Treasurer to CSU System.
CSU-Global Student Financial Aid Audit	Assurance	CSU-G	Student financial aid at CSU-Global has not been reviewed in several years. Due to the highly complex nature of financial aid, as well as the impact to university operations, this area was selected jointly by IA and CSU-Global management for review.

**CSU SYSTEM INTERNAL AUDITING  
FISCAL YEAR 2020 ANNUAL AUDIT PLAN**

**DESCRIPTION OF FY20 AUDIT ENGAGEMENTS (Cont'd)**

<b>FY2020 Audit Projects</b>	<b>Type of Audit</b>	<b>Institution</b>	<b>General Objective/Description</b>
CSU-P Data Security Controls Audit	Assurance	CSU-P	Information security continues to be rated universally as one of the top IT risks, including in higher education. This audit will assess information security compliance with internal and external regulation in select high-risk areas at CSU-Pueblo.
CSU-P Assessment of IT Risk Consultation	Consulting	CSU-P	This project would assist CSU-P with conducting and documenting a risk assessment of its IT environment.
CSU-Pueblo Internal Controls Consultation	Consulting	CSU-P	Financial controls were rated as high likelihood/high impact due to ongoing concerns with internal controls and the impact to financial sustainability. This project is intended to assist senior management with consultation related to understanding, identifying, and implementing an internal control framework areas selected jointly by IA and CSU-P leadership.
CSU-Pueblo Office of Research & Sponsored Programs Audit	Assurance	CSU-P	This area appears as high risk due to the highly regulated nature of the activity, the fiscal impact, and the lack of direct oversight for several years. Post award compliance will be the focus of the audit.
CSU-Pueblo Student Financial Services Audit	Assurance	CSU-P	This area was rated high likelihood/high impact due to staffing shortages and other concerns cited by CSU-P management, as well as the potential impact to the institution's mission.
Audit follow-up	Follow-up	All	This represents hours allocated to follow up on open audit recommendations to ensure corrective actions have been implemented.
Hotline follow-up, investigations, and special projects	Investigation	All	This reflects estimated hours for hotline follow-up, audit investigations, and special audit projects request by the board or senior management. This figure was derived by calculating actual hours charged to special projects to date during the fiscal year and projecting to a full year. These projects are typically high risk, high priority projects.



## Item #5

# State Budget Update

The Long Bill includes a \$120.9 million increase (13%) in funding for higher education institutions.

\$97.7 million will go to institutions and governing boards

\$23.3 million will go to institutions as need-based financial aid

- The CSU System's portion of the funding increase is \$19.3 million.
- No increase in resident, undergraduate tuition rates in FY 2020.

COLORADO STATE UNIVERSITY SYSTEM

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



## Item #5

### State Budget Update

- Separate from the higher education funding model, the CSU System will received \$1.2M for cyber security initiatives.
- CSU will receive \$3.8 million for state-funded controlled maintenance projects and \$13.5 million for the Shepardson Building Renovation and Addition, Phase II.
- CSU-Pueblo will receive \$1.6 million for state-funded controlled maintenance projects.

COLORADO STATE UNIVERSITY SYSTEM

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



# Item #6

## FY 2019 3rd 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 Q3	FY 2019 Q3	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 545,431,434	571,010,675	621,270,963	557,939,887	551,770,087	(6,169,800)	-1.1%
State fee for service revenue	91,242,115	95,717,933	105,711,722	79,358,791	79,358,791	0	0.0%
Grants and contracts	305,307,020	332,802,352	339,922,274	250,056,244	250,751,984	695,740	0.3%
Sales and services of educational activities	41,496,949	42,922,642	46,054,004	32,664,403	32,312,687	(351,716)	-1.1%
Auxiliary enterprises	175,045,274	193,005,436	206,306,396	169,773,618	171,038,808	1,265,190	0.7%
Other operating revenue	10,021,736	12,122,366	11,403,870	9,044,797	10,135,353	1,090,556	12.1%
<b>Total operating revenues</b>	<b>1,168,544,529</b>	<b>1,247,581,404</b>	<b>1,330,669,231</b>	<b>1,098,837,741</b>	<b>1,095,367,710</b>	<b>(3,470,031)</b>	<b>-0.3%</b>
<b>Operating expenses</b>							
Instruction	382,657,163	428,022,739	386,413,010	270,406,734	268,754,088	1,652,646	0.6%
Research	233,438,161	250,497,950	225,342,516	154,764,905	154,104,166	660,739	0.4%
Public service	119,404,418	144,127,726	147,875,449	103,600,009	103,643,124	(43,115)	0.0%
Academic support	105,463,912	116,202,145	104,847,801	81,041,878	81,125,093	(83,215)	-0.1%
Student services	72,517,789	74,664,157	75,220,278	55,248,910	53,303,993	1,944,917	3.5%
Institutional support	87,360,727	96,562,329	76,370,101	60,851,378	60,553,244	298,134	0.5%
Operation and maintenance of plant	86,428,502	101,249,192	90,612,050	69,233,702	68,219,809	1,013,893	1.5%
Scholarships and fellowships	30,820,500	31,439,355	36,078,901	34,351,799	32,205,068	2,146,731	6.2%
Auxiliary enterprises	167,710,196	192,587,787	174,645,248	129,753,612	128,997,751	755,861	0.6%
Depreciation	89,606,551	90,826,429	105,374,257	75,206,997	74,451,017	755,980	1.0%
<b>Total operating expenses</b>	<b>1,375,407,919</b>	<b>1,526,179,809</b>	<b>1,422,779,611</b>	<b>1,034,459,924</b>	<b>1,025,357,353</b>	<b>9,102,571</b>	<b>0.9%</b>
Operating Income (Loss)	(206,863,392)	(278,598,406)	(92,110,380)	64,377,817	70,010,357	5,632,540	8.7%
<b>Non-operating revenues (expenses)</b>							
State appropriations	899,256	4,568,204	2,850,000	1,800,000	1,800,000	-	-
Gifts	48,858,472	82,623,889	48,507,931	30,388,409	30,388,283	(126)	0.0%
Investment income	1,072,129	3,791,683	4,781,403	7,984,457	8,315,223	330,766	4.1%
Unrealized gain (loss) on investments	-	-	-	-	1,608,251	1,608,251	-
Interest expense on capital debt	(31,476,637)	(41,586,860)	(46,829,475)	(34,968,169)	(34,895,360)	72,809	0.2%
Federal nonoperating grants and contracts	41,735,924	45,646,259	46,836,717	43,296,079	41,035,631	(2,260,448)	-5.2%
Other nonoperating revenues (expenses)	4,254,660	(14,180,465)	7,438,935	4,793,873	4,781,134	(12,739)	-0.3%
<b>Net nonoperating revenues</b>	<b>65,343,805</b>	<b>80,862,709</b>	<b>63,585,511</b>	<b>53,294,650</b>	<b>53,033,162</b>	<b>(261,488)</b>	<b>-0.5%</b>
Income (Loss) Before other revenues	(141,519,585)	(197,735,695)	(28,524,870)	117,672,467	123,043,519	5,371,052	4.6%
<b>Other revenues (expenses)</b>							
Student facility fees	14,116,182	14,026,716	15,044,882	13,447,356	13,460,397	13,041	0.1%
State capital contributions	30,183,415	61,286,765	17,578,277	10,265,000	10,297,612	32,612	0.3%
Capital grants	7,181,480	4,662,201	4,999,017	3,454,370	3,454,557	187	0.0%
Capital gifts	7,755,056	53,045,371	15,600,000	17,415,000	17,436,985	21,985	0.1%
Payments (to)/from governing boards or other institutions	228,043	2,504,402	3,948,097	2,562,023	2,604,474	42,451	1.7%
Additions to permanent endowments	1,288,142	586,558	1,122,706	-	-	-	-
<b>Total other revenues</b>	<b>60,752,318</b>	<b>136,112,012</b>	<b>58,292,979</b>	<b>47,143,749</b>	<b>47,254,025</b>	<b>110,276</b>	<b>0.2%</b>
<b>Increase (decrease) in net position</b>	<b>\$ (80,767,267)</b>	<b>(61,623,684)</b>	<b>29,768,109</b>	<b>164,816,217</b>	<b>170,297,544</b>	<b>5,481,328</b>	<b>3.3%</b>

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 Q3	FY 2019 Q3	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 425,724,368	447,260,236	482,507,892	452,242,008	454,661,296	2,419,288	0.5%
State fee for service revenue	82,273,548	85,522,074	94,335,881	70,826,908	70,826,908	-	0.0%
Grants and contracts	292,486,905	323,486,171	330,318,213	242,372,995	242,938,955	565,960	0.2%
Sales and services of educational activities	40,985,925	42,723,525	45,827,004	32,396,543	32,044,651	(351,892)	-1.1%
Auxiliary enterprises	165,385,849	182,882,912	196,200,272	161,688,719	162,743,572	1,054,853	0.7%
Other operating revenue	6,564,164	7,157,067	7,341,318	6,046,918	6,077,690	30,772	0.5%
<b>Total operating revenues</b>	<b>1,013,420,759</b>	<b>1,089,031,984</b>	<b>1,156,530,581</b>	<b>965,574,092</b>	<b>969,293,072</b>	<b>3,718,980</b>	<b>0.4%</b>
<b>Operating expenses</b>							
Instruction	338,792,708	378,568,218	341,051,312	239,668,080	240,031,692	(363,612)	-0.2%
Research	230,684,645	246,345,636	221,575,008	152,579,750	151,936,443	643,307	0.4%
Public service	118,783,346	143,454,166	147,254,942	102,884,570	102,928,138	(43,568)	0.0%
Academic support	92,792,102	101,487,840	89,410,110	68,724,381	69,738,338	(1,013,957)	-1.5%
Student services	37,644,952	38,242,257	33,011,133	24,045,394	24,444,342	(398,948)	-1.7%
Institutional support	65,628,495	72,464,542	53,403,641	43,318,374	44,162,906	(844,532)	-1.9%
Operation and maintenance of plant	77,185,723	91,410,186	81,785,248	63,868,294	62,947,179	921,115	1.4%
Scholarships and fellowships	12,338,268	15,042,543	16,110,709	16,489,963	16,771,561	(281,598)	-1.7%
Auxiliary enterprises	152,577,317	176,302,082	160,439,034	119,525,138	118,874,699	650,439	0.5%
Depreciation	81,908,996	82,292,540	94,780,796	67,761,044	67,459,208	301,836	0.4%
<b>Total operating expenses</b>	<b>1,208,336,552</b>	<b>1,345,610,011</b>	<b>1,238,821,933</b>	<b>898,864,988</b>	<b>899,294,507</b>	<b>(429,519)</b>	<b>0.0%</b>
Operating Income (Loss)	(194,915,793)	(256,578,026)	(82,291,352)	66,709,104	69,998,565	3,289,462	4.9%
<b>Non-operating revenues (expenses)</b>							
State appropriations	-	2,768,204	1,050,000	-	-	-	-
Gifts	44,496,156	79,063,467	44,840,696	29,897,000	29,896,520	(480)	0.0%
Investment income	618,881	3,114,762	2,985,224	6,671,000	6,671,097	97	0.0%
Unrealized gain (loss) on investments	-	-	-	-	1,171,886	1,171,886	-
Interest expense on capital debt	(28,106,069)	(36,542,614)	(41,530,680)	(31,312,000)	(31,312,018)	(18)	0.0%
Federal nonoperating grants and contracts	23,759,518	26,216,293	24,436,745	25,768,000	25,768,961	961	0.0%
Other nonoperating revenues (expenses)	4,001,515	(9,907,275)	7,303,104	4,620,000	4,620,014	14	0.0%
<b>Net nonoperating revenues</b>	<b>44,770,001</b>	<b>64,712,837</b>	<b>39,085,089</b>	<b>35,644,000</b>	<b>36,816,459</b>	<b>1,172,459</b>	<b>3.3%</b>
Income (Loss) Before other revenues	(150,145,792)	(191,865,189)	(43,206,264)	102,353,104	106,815,024	4,461,920	4.4%
<b>Other revenues (expenses)</b>							
Student facility fees	12,404,816	12,528,860	13,516,234	12,041,000	12,041,202	202	0.0%
State capital contributions	28,890,640	59,351,367	16,378,277	9,005,000	9,005,193	193	0.0%
Capital grants	7,081,861	4,619,641	4,982,017	3,427,000	3,427,131	131	0.0%
Capital gifts	7,664,695	52,996,458	15,600,000	17,415,000	17,415,044	44	0.0%
Payments (to)/from governing boards or other institutions	(5,350,237)	(3,428,602)	(3,934,119)	(2,014,000)	(2,014,387)	(387)	0.0%
Reserve transfers within the CSU System	(2,618,876)	125,000	-	-	6,323,000	-	-
Additions to permanent endowments	1,288,142	586,558	1,122,706	-	-	-	-
<b>Total other revenues</b>	<b>49,361,040</b>	<b>126,779,282</b>	<b>47,665,115</b>	<b>39,874,000</b>	<b>46,197,184</b>	<b>184</b>	<b>15.9%</b>
<b>Increase (decrease) in net position</b>	<b>\$ (100,784,752)</b>	<b>(65,085,907)</b>	<b>4,458,851</b>	<b>142,227,104</b>	<b>153,012,208</b>	<b>4,462,104</b>	<b>7.6%</b>

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 Q3	FY 2019 Q3	\$ Variance	% Variance
<b>Operating revenues</b>							
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	-	-	86,000	86,000	-
<b>Total operating revenues</b>	-	129,732	-	-	86,000	86,000	-
<b>Operating expenses</b>							
Instruction	\$ -	-	-	-	-	-	-
Research	-	-	-	-	-	-	-
Public service	168,667	137,909	140,000	110,000	110,209	(209)	-0.2%
Academic support	-	-	-	-	-	-	-
Student services	-	-	-	-	-	-	-
Institutional support	7,672,166	8,453,760	7,798,136	5,847,355	5,533,307	314,048	5.4%
Operation and maintenance of plant	-	-	-	-	-	-	-
Scholarships and fellowships	-	1,000	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-	-
<b>Total operating expenses</b>	7,840,833	8,592,669	7,938,136	5,957,355	5,643,516	313,839	5.3%
Operating Income (Loss)	(7,840,833)	(8,462,936)	(7,938,136)	(5,957,355)	(5,557,516)	399,839	6.7%
<b>Non-operating revenues (expenses)</b>							
State appropriations	-	-	-	-	-	-	-
Gifts	42,717	-	-	-	-	-	-
Investment income	(18,911)	64,526	400,000	300,000	739,566	439,566	146.5%
Unrealized gain (loss) on investments	-	-	-	-	160,825	160,825	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	554	-	-	-	-	-
<b>Net nonoperating revenues</b>	23,806	65,080	400,000	300,000	900,391	600,391	200.1%
Income (Loss) Before other revenues	(7,817,027)	(8,397,857)	(7,538,136)	(5,657,355)	(4,657,125)	1,000,230	17.7%
<b>Other revenues (expenses)</b>							
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	5,657,355	5,700,193	42,838	0.8%
Reserve transfers within the CSU System	27,363,306	18,081,522	-	-	15,115,948	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	34,120,444	25,132,591	7,538,136	5,657,355	20,816,141	42,838	0.8%
<b>Increase (decrease) in net position</b>	\$ 26,303,417	16,734,734	-	-	16,159,017	1,043,069	-

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 Q3	FY 2019 Q3	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 85,060,174	90,636,809	105,887,700	75,452,537	66,233,954	(9,218,583)	-12.2%
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	2,641,972	3,611,482	969,510	36.7%
<b>Total operating revenues</b>	<b>87,744,765</b>	<b>95,124,018</b>	<b>109,303,148</b>	<b>78,094,509</b>	<b>69,845,436</b>	<b>(8,249,073)</b>	<b>-10.6%</b>
<b>Operating expenses</b>							
Instruction	19,330,506	21,147,839	21,966,177	16,233,431	14,428,339	1,805,092	11.1%
Academic support	6,167,155	7,904,000	9,459,891	7,714,591	6,810,844	903,747	11.7%
Student services	28,198,496	29,160,207	36,057,494	26,774,327	24,496,068	2,278,259	8.5%
Institutional support	6,726,111	6,838,286	7,871,336	5,775,089	4,970,809	804,280	13.9%
Operation and maintenance of plant	541,581	527,802	538,083	392,177	366,725	25,452	6.5%
Scholarships and fellowships	9,930,186	11,118,245	14,309,972	10,732,479	8,354,290	2,378,189	22.2%
Depreciation	417,090	367,022	860,608	632,956	283,656	349,300	55.2%
<b>Total operating expenses</b>	<b>71,311,126</b>	<b>77,063,400</b>	<b>91,063,561</b>	<b>68,255,050</b>	<b>59,710,731</b>	<b>8,544,319</b>	<b>12.5%</b>
Operating Income (Loss)	16,433,639	18,060,618	18,239,587	9,839,459	10,134,705	295,246	3.0%
<b>Non-operating revenues (expenses)</b>							
Investment income	319,183	343,233	1,137,123	852,842	743,170	(109,672)	-12.9%
Unrealized gain (loss) on investments	-	-	-	-	275,540	275,540	-
Interest expense on capital debt	-	-	-	-	-	-	-
Federal nonoperating grants and contracts	9,994,409	11,118,245	14,309,972	10,732,479	8,354,290	(2,378,189)	-22.2%
Other nonoperating revenues (expenses)	-	-	55,831	41,873	25,420	(16,453)	-39.3%
<b>Net nonoperating revenues</b>	<b>10,313,592</b>	<b>11,461,478</b>	<b>15,502,926</b>	<b>11,627,194</b>	<b>9,398,420</b>	<b>(2,228,774)</b>	<b>-19.2%</b>
Income (Loss) Before other revenues	26,747,231	29,522,095	33,742,513	21,466,653	19,533,125	(1,933,528)	-9.0%
<b>Other revenues (expenses)</b>							
State capital contributions	-	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	(766,248)	(800,220)	(885,276)	(663,957)	(663,957)	-	-
Reserve transfers within the CSU System	(27,495,640)	(21,231,094)	-	-	(26,656,778)	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>(28,261,888)</b>	<b>(22,031,314)</b>	<b>(885,276)</b>	<b>(663,957)</b>	<b>(27,320,735)</b>	<b>-</b>	<b>-4014.8%</b>
<b>Increase (decrease) in net position</b>	<b>\$ (1,514,657)</b>	<b>7,490,781</b>	<b>32,857,237</b>	<b>20,802,696</b>	<b>(7,787,610)</b>	<b>(1,933,528)</b>	<b>-137.4%</b>

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 Q3	FY 2019 Q3	\$ Variance	% Variance
<b>Operating revenues</b>							
Student tuition and fees	\$ 34,646,892	33,113,630	32,875,372	30,245,342	30,874,838	629,495	2.1%
State fee for service revenue	8,968,568	10,195,859	11,375,841	8,531,883	8,531,883	-	0.0%
Grants and contracts	12,820,115	9,316,181	9,604,061	7,683,249	7,813,029	129,781	1.7%
Sales and services of educational activities	511,024	199,117	227,000	267,860	268,036	176	0.1%
Auxiliary enterprises	9,659,425	10,122,526	10,106,124	8,084,899	8,295,236	210,337	2.6%
Other operating revenue	772,981	348,358	647,104	355,907	360,181	4,274	1.2%
<b>Total operating revenues</b>	<b>67,379,004</b>	<b>63,295,670</b>	<b>64,835,502</b>	<b>55,169,140</b>	<b>56,143,203</b>	<b>974,062</b>	<b>1.8%</b>
<b>Operating expenses</b>							
Instruction	24,533,949	28,306,682	23,395,521	14,505,223	14,294,057	211,166	1.5%
Research	2,753,516	4,152,314	3,767,508	2,185,155	2,167,723	17,432	0.8%
Public service	452,406	535,651	480,507	605,439	604,777	661	0.1%
Academic support	6,504,654	6,810,305	5,977,800	4,602,906	4,575,911	26,995	0.6%
Student services	6,674,341	7,261,692	6,151,651	4,429,189	4,363,583	65,605	1.5%
Institutional support	7,333,955	8,805,741	7,296,988	5,910,560	5,886,222	24,339	0.4%
Operation and maintenance of plant	8,701,197	9,311,205	8,288,719	4,973,231	4,905,904	67,327	1.4%
Scholarships and fellowships	8,552,046	5,277,567	5,658,220	7,129,357	7,079,217	50,141	0.7%
Auxiliary enterprises	15,132,879	16,285,705	14,206,214	10,228,474	10,123,052	105,422	1.0%
Depreciation	7,280,465	8,166,867	9,732,853	6,812,997	6,708,153	104,844	1.5%
<b>Total operating expenses</b>	<b>87,919,408</b>	<b>94,913,729</b>	<b>84,955,981</b>	<b>61,382,531</b>	<b>60,708,598</b>	<b>673,933</b>	<b>1.1%</b>
Operating Income (Loss)	(20,540,404)	(31,618,059)	(20,120,479)	(6,213,391)	(4,565,396)	1,647,995	26.5%
<b>Non-operating revenues (expenses)</b>							
State appropriations	899,256	1,800,000	1,800,000	1,800,000	1,800,000	-	-
Gifts	4,319,599	3,560,422	3,667,235	491,409	491,763	353	0.1%
Investment income	152,977	269,161	259,056	160,615	161,390	775	0.5%
Unrealized gain (loss) on investments	-	-	-	-	-	-	-
Interest expense on capital debt	(3,370,567)	(5,044,246)	(5,298,795)	(3,656,169)	(3,583,342)	72,826	2.0%
Federal nonoperating grants and contracts	7,981,997	8,311,721	8,090,000	6,795,600	6,912,380	116,780	1.7%
Other nonoperating revenues (expenses)	253,144	(4,273,744)	80,000	132,000	135,700	3,700	2.8%
<b>Net nonoperating revenues</b>	<b>10,236,407</b>	<b>4,623,315</b>	<b>8,597,496</b>	<b>5,723,456</b>	<b>5,917,891</b>	<b>194,435</b>	<b>3.4%</b>
Income (Loss) Before other revenues	(10,303,997)	(26,994,744)	(11,522,983)	(489,935)	1,352,495	1,842,430	376.1%
<b>Other revenues (expenses)</b>							
Student facility fees	1,711,366	1,497,856	1,528,648	1,406,356	1,419,195	12,838	0.9%
State capital contributions	1,292,774	1,935,398	1,200,000	1,260,000	1,292,418	32,418	2.6%
Capital grants	99,619	42,560	17,000	27,370	27,426	56	0.2%
Capital gifts	90,361	48,913	-	-	21,941	21,941	-
Payments (to)/from governing boards or other institutions	(412,610)	(317,845)	1,229,356	(417,375)	(417,375)	-	-
Reserve transfers within the CSU System	2,751,210	3,024,572	-	-	5,217,830	-	-
Additions to permanent endowments	-	-	-	-	-	-	-
<b>Total other revenues</b>	<b>5,532,721</b>	<b>6,231,453</b>	<b>3,975,004</b>	<b>2,276,351</b>	<b>7,561,435</b>	<b>67,254</b>	<b>3.0%</b>
<b>Increase (decrease) in net position</b>	<b>\$ (4,771,276)</b>	<b>(20,763,291)</b>	<b>(7,547,979)</b>	<b>1,786,416</b>	<b>8,913,930</b>	<b>1,909,684</b>	<b>106.9%</b>



# Item #7

## CSU – Pueblo Business and Financial Services Update

COLORADO STATE UNIVERSITY SYSTEM

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



#	Action	Update
1	Controller search update	Completed.
2	Accountant search update	Completed.
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 sub-funds to address deficits	Funding has been identified and will be transferred to the appropriate sub-fund during the third and fourth quarter of FY19.
5	Activation of cash/expenditure controls in KFS at the sub-fund/account levels where needed	CSU Fort Collins continues to research this feature.
6	AR Collection procedures clearly defined and implemented	We have hired 1 of 2 full-time, temporary non-student hourly employees who is responsible for collecting on accounts receivable balances. The new collections specialist has been trained and is collecting. We continue to search for the second collector.

#	Action	Update
7	Org structure review completed and relevant actions taken	Completed.
8	Fiscal Officer Responsibility training developed and participants being tracked to ensure all individuals requiring the training have done so.	71/137 have been trained. The next trainings will be held on Wednesday, May 1, with three sessions scheduled to accommodate the remaining 66 people.
9	Disposition of audit recommendations	<p>Recommendation 2: Completed</p> <p>Recommendation 9: Completed</p> <p>Recommendation 7: Ongoing</p> <p>Recommendation 8: Requesting due date extension from 3/31/19 to 12/31/19 to give new Controller (start date 4/15/19) time to conduct her own extensive review of policies and FPIs.</p> <p>Recommendation 1, 3, 4, 5, 6 in process and due 6-1-19.</p>
10	Adoption of policies and procedures	<p>All policies and FPIs have been reviewed, adapted, adopted, and posted to <a href="https://www.csupueblo.edu/vice-president-for-finance-and-administration/bfs-policy/index.html">https://www.csupueblo.edu/vice-president-for-finance-and-administration/bfs-policy/index.html</a></p> <p>New Controller Juanita Pena is conducting her own full review of all policies and procedures and will soon implement all necessary internal controls.</p>

## Item #8

# Adoption of FY 2020 E&G Incremental Budget, Tuition, Fees, and Other Schedules & Policies

COLORADO STATE UNIVERSITY SYSTEM

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



# Adoption of Annual Budget, Tuition, Fees and Other Charges to Students

Annually, the Board is asked to adopt the following:

- Education and General operating incremental budget changes as required by BOG bylaws
- Changes to tuition and tuition differentials as required by statute
- Student Fees (mandatory, course, parking) per CCHE policy
- Technology Fees and Manuals –applies to CSU only
- Housing and Dining rates and increases

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: May 7-8, 2019

Action Item

MATTER FOR ACTION:

Approval of the FY 2019-2020 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, CSU – Pueblo, CSU Global Campus and the CSU System as appropriate to each unit.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 7, 2019 for the 2019-2020 Fiscal Year

EXPLANATION:

Presented by Henry Sobanet, Chief Financial Officer, Colorado State University System

This action item represents the culmination of a yearlong discussion with the Board of Governors about the upcoming FY 2019-2020 financial structure for Colorado State University, CSU–Pueblo, CSU Global Campus and the CSU System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

# FY 2020 Incremental Budget Increases (E&G)

COLORADO STATE UNIVERSITY SYSTEM

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



**FY20 Incremental Budget Summary  
State Funding Scenarios**

	<u>Scenario 1</u>	<u>Scenario 2</u>	<u>Scenario 3</u>	<u>Scenario 4</u>
<b>CSU</b>				
New Resources (Net of Financial Aid)	35,000,136	34,569,738	34,139,339	33,797,896
New Expenses	35,000,136	34,569,738	34,139,339	33,797,896
<b>CSU-Pueblo</b>				
New Resources (Net of Financial Aid)	(579,085)	(148,687)	281,712	623,155
New Expenses	(579,085)	(148,687)	281,712	623,155
<b>FY20 State Fund Distribution</b>				
CSU	18,125,501	17,695,103	17,264,704	16,923,261
CSU-Pueblo	1,150,915	1,581,313	2,011,712	2,353,155
System Total	19,276,416	19,276,416	19,276,416	19,276,416
<b>% of State Fund Distribution</b>				
CSU	94.0%	91.8%	89.6%	87.8%
CSU-Pueblo	6.0%	8.2%	10.4%	12.2%



# Colorado State University

COLORADO STATE UNIVERSITY SYSTEM

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



Included in the following pages are the documents listed below.

- executive summary
- FY20 incremental Budget
- tuition rate increases
- proposed changes to undergraduate differential tuition
- history of tuition and fees
- cost of attendance summary
- enrollment summary
- division of continuing education tuition rate increases
- graduate program differential tuition
- student fee schedules
- list of special course fees
- changes for technology charges and manual
- residence hall and dining rate proposals

**Incremental Budget.** The Incremental Budget provides for additional Net New Revenue Resources and New Expenses of approximately \$33.8M - \$35M, dependent on the funding allocation between CSU-FC and CSU-P. Tuition, both rate changes and enrollment growth, is budgeted to increase by \$20.5M and is offset by \$6.7M in Financial Aid, resulting in net tuition revenue of \$13.8M. In addition to tuition increases, State Funding is planned to increase by \$16.9M-\$18.1M which is dependent on the funding allocation mentioned above. Our Facilities and Administrative Overhead Recovery is budgeted to increase \$3.1M. The new expenses are primarily for staff increases of 4.0% for Faculty and Administrative Professional staff while State Classified increases are at 3.0%. In addition to salary support, academic incentive funding is budgeted at \$3.7M, primarily a direct revenue pass-thru, mandatory costs at \$4.2M and investments in strategic initiatives and quality enhancements at \$5.6M - \$6.8M.

**Tuition Rates** for resident undergraduates are proposed to remain flat from FY19. The total tuition and fee increases are 0.6%, and the cost of attendance increase is 2.3%. Differential tuition rates are to remain flat to mirror the resident undergraduate rate of 0%. Tuition rate increases for non-resident undergraduates and our graduate students is proposed to be 3.0%, and the PVM program rates are 5% for resident and 2% for non-resident students.

**Housing and Dining** rate changes, housing 3.9% and dining 4.0% increase, are based on the need to maintain the quality balanced against market rates in the private sector locally and at other public universities across Colorado.

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

**Special Course Fees** represent expenses related to a specific class. These fees follow Board guidelines and are recommended by the Special Course Fee Review Committee, chaired by the Vice Provost for Undergraduate Affairs. The net impact of these changes is \$268K (which, in turn, equates to less than .02% of the total university budget).

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

Colorado State University  
FY20 Budget Executive Summary

**Rate Increases**

**Tuition:**

Resident Undergraduate 0%  
Non-Resident Undergraduate 3.0%  
Resident Graduate 3% and Resident PVM 5%  
Non-Resident Graduate 3%  
& Non-Resident PVM 2%

**Fees/Increases:**

Mandatory Student Fees 3.1%  
Housing 3.9%  
Dining 4%  
Salaries: Faculty & Admin Pro 4% average;  
State Classified 3% average

<b>RUG</b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>	<b>NRUG</b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>
Tuition	9,426	9,426	-	0.0%	Tuition	27,327	28,147	820	3.0%
Fees <sup>1</sup>	2,281	2,351	70	3.1%	Fees <sup>1</sup>	2,281	2,351	70	3.1%
R&B	12,426	12,912	486	3.9%	R&B	12,426	12,912	486	3.9%
<b>Total</b>	<b>24,133</b>	<b>24,689</b>	<b>556</b>	<b>2.3%</b>	<b>Total</b>	<b>42,034</b>	<b>43,410</b>	<b>1,376</b>	<b>3.3%</b>

<b>RG</b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>	<b>NRG</b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>
Tuition	10,214	10,520	306	3.0%	Tuition	25,040	25,791	751	3.0%
Fees <sup>1</sup>	2,281	2,351	70	3.1%	Fees <sup>1</sup>	2,281	2,351	70	3.1%
R&B	12,426	12,912	486	3.9%	R&B	12,426	12,912	486	3.9%
<b>Total</b>	<b>24,921</b>	<b>25,783</b>	<b>862</b>	<b>3.5%</b>	<b>Total</b>	<b>39,747</b>	<b>41,054</b>	<b>1,307</b>	<b>3.3%</b>

<b>RPVM<sup>2</sup></b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>	<b>NRPVM<sup>2</sup></b>	<b>FY19</b>	<b>FY20</b>	<b>Change</b>	<b>% Change</b>
Tuition	33,028	34,679	1,651	5.0%	Tuition	56,600	57,732	1,132	2.0%
Fees <sup>1</sup>	2,654	2,724	70	2.6%	Fees <sup>1</sup>	2,654	2,724	70	2.6%
R&B	12,426	12,912	486	3.9%	R&B	12,426	12,912	486	3.9%
<b>Total</b>	<b>48,108</b>	<b>50,315</b>	<b>2,207</b>	<b>4.6%</b>	<b>Total</b>	<b>71,680</b>	<b>73,368</b>	<b>1,688</b>	<b>2.4%</b>

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

<sup>2</sup>PVM Tuition does not include Nonresident/WICHE facilities and use charge assessments \$500.50 per term for non-sponsored students

<b>Undergraduate Differential Tuition Rates</b>				<b>Graduate Program Differential Tuition Rates</b>	
	<b>FY19</b>		<b>FY20</b>		
	<b>Rate/SCH</b>	<b>Increase</b>	<b>Rate/SCH</b>		
Level I	\$ 55.00	\$ -	\$ 55.00	See Graduate Program Differential Schedule for Details	
Level II	\$ 72.00	\$ -	\$ 72.00		
Level III	\$ 95.00	\$ -	\$ 95.00		

<b>Special Course Fees</b>		
<b>Proposals for FY20</b>	<b># of Proposals</b>	<b>Est. Revenue</b>
New Fees	35	\$ 149,410
Changes to Existing Fees	37	\$ 126,698
Discontinued Fees	7	\$ (8,071)

**FY20 Incremental E&G Budget - V.6.0**  
**Colorado State University - Fort Collins**

Thursday, April 25, 2019

	<u>Scenario 1</u>		<u>Scenario 2</u>		<u>Scenario 3</u>		<u>Scenario 4</u>	
	Rate = 0% - RUG		Rate = 0% - RUG		Rate = 0% - RUG		Rate = 0% - RUG	
<b>New Resources</b>								
Tuition								
Undergraduate-Enrollment Growth								
Increase in FTE	\$	4,137,000	\$	4,137,000	\$	4,137,000	\$	4,137,000
Change in mix - RES vs. NRES		9,834,000		9,834,000		9,834,000		9,834,000
Undergraduate Rate Increase								
Resident		-		-		-		-
Resident (WUE - COF Increase)		368,000		368,000		368,000		368,000
Non-Resident		4,083,000		4,083,000		4,083,000		4,083,000
Graduate Rate Increase								
Resident		453,000		453,000		453,000		453,000
Non-Resident		644,000		644,000		644,000		644,000
Professional Veterinary Medicine Rate Increase		933,000		933,000		933,000		933,000
Differential Tuition		16,975		16,975		16,975		16,975
Total Tuition	\$	20,468,975	\$	20,468,975	\$	20,468,975	\$	20,468,975
State Funding Impact CSU-FC		10,199,878		9,769,480		9,339,081		8,997,638
State Funding Impact - SEP		7,925,623		7,925,623		7,925,623		7,925,623
State Funding Impact		18,125,501		17,695,103		17,264,704		16,923,261
Facilities and Administrative Overhead		3,060,000		3,060,000		3,060,000		3,060,000
Other		50,660		50,660		50,660		50,660
<b>Total New Resources</b>	<b>\$</b>	<b>41,705,136</b>	<b>\$</b>	<b>41,274,738</b>	<b>\$</b>	<b>40,844,339</b>	<b>\$</b>	<b>40,502,896</b>
Financial Aid		6,705,000		6,705,000		6,705,000		6,705,000
<b>Net New Resources</b>	<b>\$</b>	<b>35,000,136</b>	<b>\$</b>	<b>34,569,738</b>	<b>\$</b>	<b>34,139,339</b>	<b>\$</b>	<b>33,797,896</b>
<b>New Expenses</b>								
Multi-Year Central Investments in Strategic Initiatives	\$	3,063,484	\$	3,063,484	\$	3,063,484	\$	3,063,484
Faculty/Staff Compensation		20,559,563		20,559,563		20,559,563		20,559,563
Academic Incentive Funding		3,484,516		3,484,516		3,484,516		3,484,516
Mandatory Costs		4,151,000		4,151,000		4,151,000		4,151,000
Quality Enhancements		3,741,573		3,311,175		2,880,776		2,539,333
Reallocation		-		-		-		-
<b>Total New Expenses</b>	<b>\$</b>	<b>35,000,136</b>	<b>\$</b>	<b>34,569,738</b>	<b>\$</b>	<b>34,139,339</b>	<b>\$</b>	<b>33,797,896</b>
<b>Net</b>	<b>\$</b>	<b>0</b>	<b>\$</b>	<b>0</b>	<b>\$</b>	<b>0</b>	<b>\$</b>	<b>0</b>
<b>Reclassifications</b>								
<b>New Resources</b>								
Reclassification of Graduate Program Charges <sup>1</sup>	\$	(490,700)	\$	(490,700)	\$	(490,700)	\$	(490,700)
<b>Total New Resources</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>
<b>New Expenses</b>								
Reclassification of Graduate Program Charges <sup>1</sup>	\$	(490,700)	\$	(490,700)	\$	(490,700)	\$	(490,700)
<b>Total New Expenses</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>	<b>\$</b>	<b>(490,700)</b>
<b>Net</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>

<sup>1</sup>The program charge is currently reflected in the EG subfund and has been reclassified to the Course and Tech Fee subfund and will be reclassified effective 7/1/2019 to align financial reporting.

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 0%; \$0/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 ~ 0% (est. round to whole number)

Salary/Benefit Pool - Faculty/AP 4%

Salary/Benefit Pool - SC 3%

Internal Reallocations 0%

Fees 3%

# CSU - Pueblo

COLORADO STATE UNIVERSITY SYSTEM

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



**Summary.** Included in the following pages are the documents listed below. In brief, there are no substantive departures from the incremental E&G budget we have discussed since August 2018.

- FY 20 Incremental Budget
- tuition and fees increase summaries
- proposed changes to differential tuition
- tuition rate schedules
- cost of attendance summary
- an enrollment summary
- mandatory student fee schedule
- list of special course fees
- residence hall and food plan rate proposals

**Incremental Budget.** The incremental budget includes four scenarios modeling changes in state funding ranging from \$1.1 million to \$2.4 million. The proposed expenses include \$1.3 million for salary increases, averaging 3.0% for classified staff, faculty, and administrative professionals. It also includes \$100k for faculty promotions. The remaining increases are attributable to mandatory costs and increases in fringe benefits. Depending upon which scenario is approved, reallocations will be required ranging from reductions of \$1.1 million to a modest increase of \$99k.

**Tuition Rates.** Tuition rates for resident undergraduates are proposed to be flat. Western Undergraduate Tuition rates will increase by 3.1%. Nonresident tuition rates, graduate tuition rates, and graduate tuition differential rates will increase by 3.0%. Discounts will remain in place for students taking more than 18 credit hours.

**Cost of Attendance.** The cost of attendance for resident undergraduate students will increase by 1.9%. This figure includes mandatory student fees and room and board increases.

**Enrollment Summary.** CSU-Pueblo is conservatively projecting enrollment to decline by 2.0% compared with FY 19.

**Mandatory Student Fees.** Mandatory student fees are considered by the Student Fee Governing Board (SFGB), which forwards recommendations to the Associated Students Government (ASG) for deliberation. ASG recommends increases to the CSU-Pueblo President and the Board of Governors for final approval. The students approved an overall fee increase of \$3.35 per credit hour, which correlates with a 4.1% increase. The fee proposal also recommends converting a fee for the recreation center from \$10.58 per credit hour to a flat rate of \$126.96 per semester for students taking 6 or more credit hours.

**Course Fees.** Course fees are governed by the University's Institutional Fee Plan, which the Board approved in August 2018. All course fees are initiated by the proposing unit in coordination with the appropriate Dean and reviewed by the curriculum committee of the college/school/center. They are reviewed by the Provost, the appropriate Dean, the Senior Student Services Officer, the two Academic Senators from the proposing unit's school or college, and the Vice President for Finance and Administration. They are referred to the University President and the Senior Student Services Officer for possible discussion with the SFGB and/or the ASG Senate. If approved by the President, they are submitted to the Board of Governors for consideration. The proposed new course fees are estimated to increase overall revenue by approximately \$69k plus \$28k in adjustments to existing course fees. These amounts are partially offset by a reduction of \$15k associated with the elimination of a course fee.

**Housing and Dining Rates.** Housing rates will increase from 1.8% to 3.1%, depending upon the type of accommodation (triple, double, single, or apartment). The rates include a \$20 per semester activity fee. Dining service plans for the most popular plans will rise by 3.0%. Overall, plans will increase by 2.9% or 5.1% depending upon the type of plan chosen.



**Rate Increases**

**Tuition:**

- Resident Undergraduate 0.0%
- Non-Resident Undergraduate 3.0%
- Resident Graduate 3.0%
- Non-Resident Graduate 3.0%

**Fees/Increases:**

- Mandatory Student Fees 4.1%
- Housing 2.6%
- Dining 3.0%
- Salaries: Faculty and Admin. Pro. 3.0% average
- State Classified 3.0% average

RUG	FY19	FY20	Change	% Change
*Tuition	6,349	6,349	-	0.0%
*Fees	1,978	2,058	80	4.1%
R&B	10,020	10,280	260	2.6%
Total	18,346	18,687	340	1.9%

NRUG	FY19	FY20	Change	% Change
*Tuition	19,086	19,658	573	3.0%
*Fees	1,978	2,058	80	4.1%
R&B	10,020	10,280	260	2.6%
Total	31,083	31,996	913	2.9%

RG	FY19	FY20	Change	% Change
*Tuition	7,316	7,535	219	3.0%
*Fees	1,978	2,058	80	4.1%
R&B	10,020	10,280	260	2.6%
Total	19,314	19,873	560	2.9%

NRG	FY19	FY20	Change	% Change
*Tuition	21,751	22,404	653	3.0%
*Fees	1,978	2,058	80	4.1%
R&B	10,020	10,280	260	2.6%
Total	33,749	34,742	993	2.9%

\*Based on of 12 credit hours each fall and spring

<b>Undergraduate Tuition Differential Rates</b>			
	FY19	Increase	FY20
	Rate/SCH		Rate/SCH
Business	32.42	0.00	32.42
CIS	32.42	0.00	32.42
Nursing	32.42	0.00	32.42
Engineering	32.42	0.00	32.42

<b>Graduate Tuition Differential Rates</b>			
	FY19	Increase (3.0%)	FY20
	Rate/SCH		Rate/SCH
Business	146.86	4.41	151.27
CIS	146.86	4.41	151.27
Nursing	146.86	4.41	151.27
Engineering	146.86	4.41	151.27
Doctor of Nursing	197.77	5.93	203.70

<b>Special Course and Program Fees</b>		
<u>Proposals for FY20</u>	<u># of Proposals</u>	<u>Est. Revenue</u>
New Fees	4	\$ 69,050
Changes to Existing Fees	1	\$ 27,750
Discontinued Fees	1	\$ (14,655)

**FY 2020 Incremental E&G Budget - V.5.2****Colorado State University - Pueblo**

May 2019

	Scenario 1 State = 6.2% increase	Scenario 2 State = 8.5% increase	Scenario 3 State = 10.9% increase	Scenario 4 State = 12.7% increase	
<b>New Resources</b>					
Tuition					
Undergraduate Rate Increase					
1	Resident (0%)	\$ -	\$ -	\$ -	\$ -
2	Non-Resident (3%) and WUE (0%)	88,000	88,000	88,000	88,000
Graduate Rate Increase					
3	Resident (3%)	42,000	42,000	42,000	42,000
4	Non-Resident and WUE (3%)	15,000	15,000	15,000	15,000
5	Resident Teacher Education Program (3%)	7,000	7,000	7,000	7,000
6	Graduate Differential Tuition (3%)	3,000	3,000	3,000	3,000
7	Projected Enrollment Change (2% decline)	(640,000)	(640,000)	(640,000)	(640,000)
8	Total Tuition	(485,000)	(485,000)	(485,000)	(485,000)
9	Reduction for one-time revenue sources in FY 19 (reserves, S.B. 18-262, grants, and vacancies)	(1,367,000)	(1,367,000)	(1,367,000)	(1,367,000)
10	Change in State Funding (Varies by Scenario)	1,150,915	1,581,313	2,011,712	2,353,155
11	<b>Total New Resources</b>	<b>\$ (701,085)</b>	<b>\$ (270,687)</b>	<b>\$ 159,712</b>	<b>\$ 501,155</b>
12	<b>Financial Aid</b>	(122,000)	(122,000)	(122,000)	(122,000)
13	<b>Net New Resources</b>	<b>\$ (579,085)</b>	<b>\$ (148,687)</b>	<b>\$ 281,712</b>	<b>\$ 623,155</b>
<b>New Expenses</b>					
14	Institutionalize Costs for New Academic Programs	366,000	366,000	366,000	366,000
15	Faculty and Staff Compensation	1,255,000	1,255,000	1,255,000	1,255,000
16	Fringe Benefit Increase (increase = 2.9% of base salaries)	837,000	837,000	837,000	837,000
17	Mandatory Costs <sup>1</sup>	600,000	600,000	600,000	600,000
18	Base Budget Reductions	(1,934,000)	(1,934,000)	(1,934,000)	(1,934,000)
19	One-time Budget Reductions <sup>2</sup>	(600,000)	(600,000)	(600,000)	(600,000)
20	Miscellaneous Reallocations (e.g., vacancies, revenue initiatives, budget reductions TBD, etc.) <sup>2</sup>	(1,103,085)	(672,687)	(242,288)	99,155
21	<b>Total New Expenses</b>	<b>\$ (579,085)</b>	<b>\$ (148,687)</b>	<b>\$ 281,712</b>	<b>\$ 623,155</b>
22	<b>Net</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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.

Salary Increase Faculty / Administrative Professionals (3% total)

Salary Increase State Classified Staff (3% Total)

<sup>1</sup> 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.

<sup>2</sup> Together, lines 19 and 20 depict the structural deficit for FY 2020. In FY 2021, additional adjustments will be required. In FY 2021, there will be \$94,000 in additional savings associated with the reduction of four tenure-track lines in the Mass Communications Department.



# CSU – Global Campus

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University-Global Campus  
FY2020 Budget Schedule  
Board of Governors Meeting  
May 2019

FY2019 Forecast to FY2020 Budget

The following summary describes changes between the FY2019 Forecast for Colorado State University- Global Campus (CSU-Global) and the proposed FY2020 budget. Both the forecast and the proposed budget categorize expenditures in the following areas:

- Instruction
- Academic Support
- Student Services
- Institutional Support
- Operation and Maintenance of Plant
- Depreciation

Based on a projected increase in the number of students but no increase in the tuition rate from FY2019, CSU-Global projects that total Operating Revenues will increase by 16%. This increase is based on the expectation of 12,600 new students with a 2-year average re-enrollment rate increasing by 3.0% over FY2019 rates. CSU-Global will maintain its tuition rates from previous fiscal periods at \$350 undergraduate per credit hour and \$500 graduate per credit hour while maintaining its no-fee student structure.

Instruction costs are expected to increase by 17% to accommodate the planned growth in enrollment. Academic Support costs are expected to increase by 6% to support planned course revisions, the development of new programs, and ongoing curriculum technology enhancements. This increase also represents a right-sizing of academic support costs due to the completion of CSU-Global 2.0 initiatives.

Student Services are expected to increase by 12% due to the projected increase in the number of students served and strategic outreach activities.

Institutional Support costs are projected to increase by 14% to support initiatives to enhance information technology and accounting support.

Operation and Maintenance of Plant and Equipment and Depreciation expenses are planned to increase 19% and 41%, respectively, to support the institution's move to the new Aurora Facility in September 2019.

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



## FY2019 Forecast vs FY2020 Pro Forma Budget NACUBO Format

	<u>Updated FY19 Forecast</u>	<u>Pro Forma FY2020 Budget</u>		<u>% Change</u>	<u>Incremental Change</u>
<b>Operating Revenues</b>	<b>94,507,099</b>	<b>109,763,764</b>		16%	<b>15,256,665</b>
<b>Operating Expenses</b>					
Instruction	18,554,025	21,692,477	*	17%	3,138,452
Academic Support	8,481,522	9,032,799	^	6%	551,277
Student Services	31,274,802	35,029,758		12%	3,754,955
Institutional Support	7,177,698	8,153,950	▪	14%	976,252
Operation and Maintenance of Plant	494,762	587,660	#	19%	92,898
Depreciation	416,881	587,453	#	41%	170,572
<b>Total Operating Expenses</b>	<b>66,399,691</b>	<b>75,084,097</b>		13%	<b>8,684,406</b>
<b>Operating Income</b>	<b>28,107,408</b>	<b>34,679,667</b>		24%	<b>6,572,269</b>
<b>Operating Margin</b>	<b>30%</b>	<b>32%</b>			<b>2%</b>
<b>Non-Operating Revenues (Expenses)</b>	<b>(1,284,978)<sup>++</sup></b>	<b>1,245,181<sup>+</sup></b>			<b>2,530,159</b>
<b>Income (Loss) before Other Revenues</b>	<b>26,822,430</b>	<b>35,924,848</b>			<b>9,102,418</b>

\* Higher instructional costs due to planned increase in enrollment

^ Right-sizing of Academic Support costs due to the completion of CSU-Global 2.0 initiatives

• Planned increase in support of information technology and accounting support

# Increased costs associated with the move to the facility in Aurora

++ System investment loss to date

+ 1.9% interest gain based on CO State FY19 to date

# CSU System Office

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University-System  
FY 19 Budget Schedules  
Board of Governors Meeting  
May 7 and 8, 2019

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

- System Infrastructure
- Salary and benefit rate Increases
- Program Investments

**Incremental Budget.** The \$3.6M increase in the proposed FY20 budget includes \$1.6M in Board-approved investments from the reserve draw in FY 19 that now roll forward into the System budget for the first time in FY20, and \$2M in new investments for FY20 that represent the expansion of the System office. The proposed expenses include salary and benefit rate increases, System infrastructure investments and program initiatives. In total, the FY20 budget reflects \$2.79M in new investments and \$810K in annual salary and market increases, fringe rates and annual operating budgets.

**Salary and Benefit Increases.** The System Office is planning around an average 3% annual salary increase for Administrative Professional employees and 3% for State Classified employees.

**System Infrastructure.** The System is expanding with the addition of a Chancellor, CFO, CIO and other related staff including IT, Communications, OGC and Internal Audit. The System will be adding 14 new positions. This figure is reflecting the net impact of adding 10 new positions to the Office of the Chancellor, 3 positions within the General Counsel's Office, 1 position within internal audit.

**Program Investments.** The System will invest \$200k at Todos Santos, \$175k in the Colorado Futures Center and \$724k for the National Western Center and Rural Issues.

## CSUS FY20 Budget Summary

	<u>FY19</u>	<u>FY20</u>	<u>Change</u>	<u>Percent Change</u>	<u>Notes</u>		
<b>REVENUE:</b>							
Interest Earnings	\$ 400,000	400,000	-	100%			
<b>TOTAL REVENUE</b>	<b>\$ 400,000</b>	<b>400,000</b>	<b>-</b>	<b>100%</b>			
<b>EXPENDITURES:</b>							
<b>CSUS Office of Board Secretary</b>							
Salaries & Fringe	\$ -	\$ -	\$ -	0.0%			
Operating	239,200	319,200	80,000	33.4%	<b>A</b>		
<b>CSUS Office of the Chancellor</b>							
Salaries & Fringe	2,198,957	4,894,408	2,695,450	122.6%	<b>B, C</b>		
Operating	1,661,023	1,993,843	332,820	20.0%	<b>D</b>		
<b>CSUS Office of General Counsel</b>							
Salaries & Fringe	2,488,021	2,788,690	300,669	12.1%	<b>E</b>		
Operating	400,419	400,419	-	0.0%			
<b>CSUS Division of Internal Audit</b>							
Salaries & Fringe	903,181	1,044,226	141,045	15.6%	<b>F</b>		
Operating	59,085	132,685	73,600	124.6%	<b>G</b>		
<b>TOTAL EXPENDITURES</b>	<b>\$ 7,949,886</b>	<b>\$ 11,573,470</b>	<b>3,623,584</b>	<b>45.58%</b>			
<b>NET EXPENDITURES</b>	<b>\$ 7,549,886</b>	<b>11,173,470</b>	<b>3,623,584</b>	<b>48.00%</b>			
COSTS ALLOCATED TO CAMPUSES	\$ 6,755,944	\$ 6,755,944	-	0.00%			
COSTS ALLOCATED DIRECTLY TO CSU	787,192	787,192	-	0.00%			
<b>TOTAL</b>	<b>\$ 7,543,136</b>	<b>7,543,136</b>	<b>-</b>	<b>0.00%</b>			
<b>CAMPUS ALLOCATIONS</b>							
CSU - Allocated	\$ 5,314,169	\$ 5,314,169	-	0.00%		70.5%	5,314,169
CSU - Direct	787,192	787,192	-	0.00%		10.4%	787,192
CSU Pueblo - Allocated	556,502	556,502	-	0.00%		7.4%	556,502
CSU Global - Allocated	885,273	885,273	-	0.00%		11.7%	885,273
<b>TOTAL</b>	<b>\$ 7,543,136</b>	<b>\$ 7,543,136</b>	<b>-</b>	<b>0.00%</b>			<b>7,543,136</b>

## Notes:

- A** Operating Increase includes Consulting Contracts for Strategic Partnerships at \$237,000 and BFHS at \$180,000.
- B** 12 New Positions in FY20 Budget - totaling \$2.3M in new salaries.
- C** Equity Adjustments for 5 Positions to reflect additional responsibilities to current positions.
- D** Operating Increases include funding for Todos Santos Support, Center for Colorado Futures, Contractual Budget for Special Advisor. \$115,000 increase to general operating to support new positions including travel.
- E** 3 New Positions in FY20 - totaling \$390,000 in new salaries. Equity adjustments for 3 positions - totaling \$56,078.
- F** 1 New Audit Position at CSUP in FY20 - totaling \$80,000 and Non-student Hourly \$17,500.
- G** Operating increase includes funding for contracted auditors of \$63,600 and \$10,000 operating increase.

# Item #9

## Adoption of FY 2021 Combined Campuses Capital Construction Priority List

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
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CSU - GLOBAL CAMPUS



# Capital Construction

## Prioritization list for State and Cash Funded Projects

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

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Board of Governors of the Colorado State University System

Meeting Date: May 7-8, 2019

Action Item

MATTER FOR ACTION:

Approval of the FY 2020-2021 CSU System Combined Capital Construction Priority List for State Funded Construction Projects for CSU and CSU-Pueblo

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached FY 2020-2021 capital construction prioritization list for the CSU System.

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

EXPLANATION:

Presented by Henry Sobanet, Chief Financial Officer, Colorado State University System

This action item reflects the yearly required approval by the Board of a prioritized combined capital construction list for consideration by the CCHE, OSPB, CDC and the Joint Budget Committee. This is an annually occurring Action Item that required Board approval and represents the official request for state funded capital projects for FY 2020-2021.

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

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date



# Item #10

## CSU Parking

COLORADO STATE UNIVERSITY SYSTEM

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



Board of Governors, Colorado State University System  
 Meeting Date: May 7-8, 2019  
 Action Item

MATTER FOR ACTION:

Regulation and Fine: Football Game Day Parking Colorado State University

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve  
 the plan for increasing parking fine to become effective July 1, 2019.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations

Athletics is requesting a new parking violation and fine to help manage football game day parking. In order for successful game day parking, all vehicles must be cleared from designated “game day lots” so visitors who have paid for parking to attend football games are able to find a suitable parking spot. This normally occurs six to seven Saturdays per year.

During the first two football seasons, Athletics managed game day parking by working with Housing & Dining Services, External Relations, and various campus partners to develop a communication plan that included direct email and flyers to staff, faculty, and students. This plan has been successful in getting vehicles removed, but there continues to be vehicles (not affiliated with CSU), arriving on campus during the overnight hours. As a result, many staff hours and resources have been expended to relocate such vehicles from the Game Day lots to other lots south of the main campus.

In order to remedy this situation, Athletics is asking for a new parking regulation that would restrict parking on the evening before, and the day of, all home football games. The restriction would be communicated and typically enforced from 8:00PM the night before a home football game to one hour after the game has ended. The request is an associated fine for this regulation to be \$100.00 to provide adequate incentive to ensure vehicles are parked in appropriate locations.

Revenue generated from these parking citations will be retained by Parking & Transportation Services to offset related operational costs.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

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

\_\_\_\_\_  
 Date

Parking Regulation and Fine Addition

## VIII. FEES AND PENALTIES: Parking Violations Fine Schedule

Parking Violations	Fine	Elevated Fine
ADA/HANDICAP PARKING SPACE	\$150.00	\$300.00
LOAD ZONE VIOLATION - 20 MINUTES	\$75.00	\$150.00
PARKED OVERTIME AT A METER	\$30.00	\$60.00
PARKED IN NO PARKING AREA	\$45.00	\$90.00
PARKED IN UNDESIGNATED AREA	\$35.00	\$70.00
OBSTRUCTING ACCESS	\$35.00	\$70.00
DOUBLE PARKED	\$35.00	\$70.00
PARKED WRONG SIDE OF STREET	\$35.00	\$70.00
OUTSIDE SPACE BOUNDARIES	\$45.00	\$90.00
PARKING OR STORING A TRAILER	\$35.00	\$70.00
AT RED CURB OR OVER RED LINE	\$75.00	\$150.00
FIRE LANE	\$75.00	\$150.00
PARKED OVERTIME	\$30.00	\$60.00
OTHER RESTRICTED AREA	\$45.00	\$90.00
RESTRICTED - CLIENT ONLY	\$45.00	\$90.00
STATE & SERVICE ONLY	\$75.00	\$150.00
TRUCK & TRAILER ONLY	\$35.00	\$70.00
RESTRICTED CONSTRUCTION ONLY	\$45.00	\$90.00
RESTRICTED CARPOOL ONLY	\$45.00	\$90.00
PARKED WITHOUT REQUIRED PERMIT	\$45.00	\$90.00
PERMIT IMPROPERLY DISPLAYED	\$35.00	\$70.00
MISUSE – MULTIPLE VEHICLES (PER VEHICLE)	\$150.00	\$300.00
MISUSE OF PERMIT	\$125.00	\$250.00
PERMIT ALTERING, COUNTERFEITING	\$225.00	\$450.00
GREATER THAN 12 INCHES FROM CURB	\$35.00	\$70.00
LICENSE PLATE NOT VISIBLE	\$35.00	\$70.00
UNAUTHORIZED OVERNIGHT PARKING	\$45.00	\$90.00
BOOT FEE	\$100.00	
IMPOUND FEE	\$40.00	
Restricted - Game Day Permit Required	\$100.00	\$200.00
WARNING STICKER AFFIXED	\$40.00	
J-SERVICE PERMIT ONLY	\$75.00	\$150.00

Note: University funds may not be used to pay for parking citations.

Board of Governors of the Colorado State University System

Meeting Date: May 7-8, 2019

Action Item

MATTER FOR ACTION:

Fees: Colorado State University Parking

RECOMMENDED ACTION:

MOVED, that Board of Governors of the Colorado State University System approve plan for implementing a managed parking system at Fort Collins Foothills Campus effective July 1, 2019.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations

Parking and Transportation Services (PTS) has been asked to create a managed parking plan for Fort Collins Foothills Campus. The Foothills Campus has long existed with minimal maintenance to support parking at the various facilities. Inconsistency and in some areas an absence of parking maintenance standards has created significant variation in parking conditions. Parking assessments indicate that some parking areas will need to be torn out and replaced while others will need to be resurfaced and few areas requiring only preventative maintenance to extend the useful lifecycle.

In the new managed parking plan, permits would be required at the Foothills Campus and parking regulations would be implemented and enforced by PTS beginning July 1, 2020. Permitting and regulations would be similar to those at the main campus, but would have some differences due to the rural nature of the campus and the remoteness from the main campus.

During the past 7 months, PTS has routinely maintained communication with approximately 850 identified users of the Foothills Campus and conducted 16 meetings with staff, faculty and students. While parking permit rates have not been determined yet, PTS does plan to offer at least two different rates (Foothills Campus rate and discounted remote parking Foothills Campus rate), as well as hourly and daily rates. PTS will continue to be responsive by providing lower cost options to those who do not find alternative transportation to be a viable option. Alternative transportation options being studied include a campus shuttle and a transit point to be created at the Pickett Equine Center.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

Parking Fees Increase

# Item #11

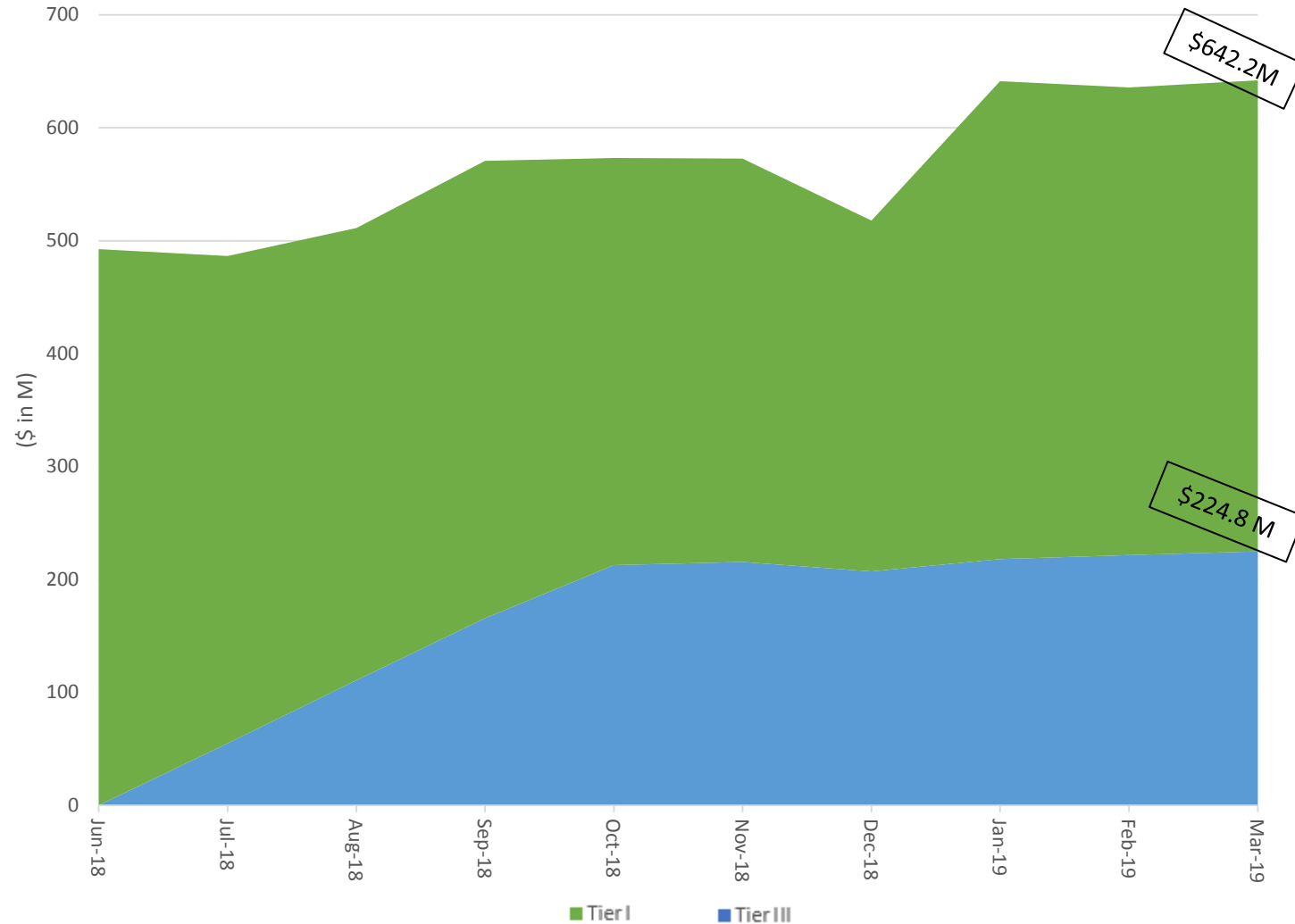
## Treasury Update

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY  
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CSU - GLOBAL CAMPUS



CSU System Operating Portfolio



## Summary

- Investment Objectives

- Maintain sufficient liquidity for daily and on-going operations of the University
- Preserve principle consistent with liquidity constraints, recognizing market fluctuations will cause value to change over time
- Control costs of administrating and implementing the portfolio
- Diversify investments.
- Comply with requirements of the self-liquidity commercial paper program

- Tier 1

- Daily operating Funds: Maturities of one year or less with high credit quality.

- Tier 2

- Contingency: Reserve or back-up assets if Tier 1 is insufficient. Investment grade securities with up to 5 year maturity.

- Tier 3

- Diversified: Represents the portion of cash that is not expected to be used within the near term.

COLORADO STATE UNIVERSITY SYSTEM

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 CSU - GLOBAL CAMPUS





- Tier III Performance
  - Market value as of March 31<sup>st</sup>: \$224,819,249; total gain of \$4,819,240
- Tier II to be funded by June 30, for \$55 million.
  - Short term, investment grade fixed-income securities. Brown Brothers Harriman (BBH) selected to manage fund.
- Custodian Bank
  - Responsible for safeguarding (“holding”) assets and provide monthly accounting and reporting.
  - Selected Bank New York Mellon
- Investment Advisory Committee
  - After reviewing cash flows and asset allocation, recommends adding \$30-60 million to Tier III
  - Confirm July 31, 2019 cash balance before implementing

# Item #12

## Bond Resolutions

COLORADO STATE UNIVERSITY SYSTEM

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



# Sixteenth Supplemental Bond Resolution

- Authorizes the Chief Financial Officer to sell the 2019 Bonds on behalf of the Board of Governors for the 2019 Improvement Projects
- Projects

Project	Bond Funding Amount	State Intercept Approval	Board of Governor Approval
<b>Approved Projects</b>			
Richardson Design Center - Tenant Finish	\$ 2,500,000	X	X
Western Campus Expansion (Orchard Mesa)	9,650,000	X	X
High Plains Campus Expansion (Rocky Ford)	2,000,000	X	X
Purchase of 2243 Centre Avenue (Sem. @ Sea Bldg)	9,200,000	X	X
South Campus Infrastructure	7,150,000	X	X
Animal Resource Facility	5,250,000	X	X
Shepardson - Cash Portion	9,000,000	X	X
CSU GeoExchange System	20,000,000		X
<i>Total Approved Projects</i>	<i>64,750,000</i>		
<b>Possible Future Projects</b>			
Lory Student Center-North	12,500,000		
Adult Learner and Veterans Services (ALVS)	8,400,000		
Meridian Village - Phase I	90,000,000		
Meridian Village Phase II	100,000,000		
<i>Total Future Projects</i>	<i>210,900,000</i>		
<b>Total Approved and Possible Bond Funding</b>	<b>\$ 275,650,000</b>		

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- Parameters
  - Aggregate Principle to not exceed \$95,000,000
  - Interest taxable and/or tax-exempt true-interest-cost not to exceed 6%
  - Maturity no later than 2059
- Resolution allows for additional projects to be added to bond issue – only if BOG approved.
- Authorizes the Chair of the Board and/or the Chancellor of the System to determine when the POS is deemed final and to execute and deliver the Final Statement
- Authorizes the CFO to accept and execute the transaction documents
- Tentative timing to sell 2019 Bonds: Fall 2019

COLORADO STATE UNIVERSITY SYSTEM

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# First Amendment to Twelfth Supplemental Resolution (CP)

- Originally authorized a \$50 million Commercial Paper Program, backed by self-liquidity, with the Twelfth Supplemental Resolution, approved August, 2017
- Currently have \$46.2 million commercial paper notes outstanding; bridge funding for TMI, JBS Global Food, Richardson Design Center, Western Campus Expansion, and 2243 Centre Ave. purchase projects.
- \$20 million of outstanding commercial paper notes is currently bridge funding an estate gift for TMI project
- **Amendment authorizes an additional \$25 million for a total \$75 million Commercial Paper Program backed by self-liquidity**

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# First Amendment to Twelfth Supplemental Resolution (Cont.)

- Why do we need this:
  - Additional authorization will allow for flexibility, strategic timing and efficiency, when issuing long-term bonds.
  - Borrow when we need the funds – will lower overall interest costs when we borrow long-term later.
  - The existing capacity does not allow us to bridge to long-term bonds for the full Western Campus Expansion, Animal Resource Facility, South Campus Infrastructure, and the Geo Exchange projects. By issuing bonds in January, 2020, instead of July, 2019, we could avoid over \$300,000 interest costs.
  - Similarly for the LSC North, ALVS, and Meridian Village projects; by issuing bonds in July, 2020, instead of January, 2020, we could avoid over \$550,000 interest costs.
- Will Require an additional \$40 million of current liquidity to be invested in same-day liquidity, AAA-rated money market funds to satisfy the “self-liquidity” of the Commercial Paper Program

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- Original Resolution, approved August, 2018, authorized the issuance of up to \$50 million refunding bonds
- It is a “generic” resolution allowing for any commercial paper note to be refinanced w/ long-term refunding bonds. It serves as a back-up resolution, for projects not included in an authorizing resolution
- Resolutions have a “shelf-life” of 12-months and this amendment “re-ups” for another 12-months.
- Why do we need this?
  - Respond to unanticipated circumstance where the identified funding for the commercial paper note did not materialize in the short-term; i.e. bridging the TMI estate gift until such time as the gift is made.
- Current Plans are to refund the commercial paper notes funding the Richardson Design Center, 2243 Centre purchase, Western campus expansion projects w/ long-term bonds; however all of these projects are covered in the 16<sup>th</sup> Supplemental Resolution authorization

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

**SIXTEENTH SUPPLEMENTAL RESOLUTION**

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System  
System Enterprise Revenue Bonds  
Series 2019



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## SIXTEENTH SUPPLEMENTAL RESOLUTION

### WITNESSETH:

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

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

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019” (referred to herein as the “Series 2019 Bonds”) for the purposes of (a) defraying the cost of financing the 2019 Improvement Projects, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Sixteenth Supplemental Resolution;

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

### ARTICLE I

#### DEFINITIONS

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

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

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

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Series 2019 Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Series 2019 Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2019 Bonds authorized in Section 2.06 hereof; provided,

however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Series 2019 Bonds are issued in more than one series.

“*Financial Consultant*” means, with respect to the Series 2019 Bonds, North Slope Capital Advisors, Denver, Colorado, in its capacity as municipal advisor, and any successor thereto.

“*Sixteenth Supplemental Resolution*” means this Sixteenth Supplemental Resolution adopted by the Board on May 7, 2019.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Series 2019 Bonds; (b) any other date or dates that interest is due and payable with respect to the Series 2019 Bonds as set forth in the Pricing Certificate with respect to the Series 2019 Bonds; and (c) the final maturity date of or any redemption date of each Series 2019 Bond.

“*Issue Date*” means the date or dates (in the event the Series 2019 Bonds are issued in more than one series) on which the Series 2019 Bonds are first delivered to the initial purchasers thereof against payment therefor.

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

“*Official Statement*” means the final Official Statement relating to the Series 2019 Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Series 2019 Bonds are issued in more than one series.

“*Preliminary Official Statement*” means the Preliminary Official Statement relating to the Series 2019 Bonds, including any supplements thereto; provided, however, that the Preliminary Official Statement may refer to multiple Preliminary Official Statements in the event the Series 2019 Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Sixteenth Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, in the event the Series 2019 Bonds are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Sixteenth Supplemental Resolution.

“*Purchase Contract*” means any Purchase Contract relating to the Series 2019 Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts in the event the Series 2019 Bonds are issued in more than one series.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2019 Bonds.

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

“*Series 2019 Bonds*” means the Bonds issued in one or more series or subseries hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019,” and as more particularly designated in the Pricing Certificate.

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

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

“*State*” means the State of Colorado.

“*Taxable Obligation*” means any Series 2019 Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2019 Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Exempt Obligation*” means any Series 2019 Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2019 Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Underwriters*” means the investment banking firms, financial institutions or commercial banks who execute the Purchase Contract who are acting as underwriters, direct purchasers or lenders in connection with the sale of the Series 2019 Bonds.

“*2019 Expense Account*” means the account created in Section 5.02(b) hereof.

“*2019 Improvement Projects*” means the financing of certain Improvement Projects, as determined by the Board, including but not limited to construction of (a)(i) the Richardson Design Center – Tenant Finish; (ii) the Western Center Expansion – Orchard Mesa; (iii) the High Plains Campus Expansion – Rocky Ford; (iv) the Purchase of 2443 Central Avenue – Semester at Sea Building; (v) the South Campus Infrastructure; (vi) the Animal Resource Facility; (vii) the Shepardson Building – Cash Portion; CSU (viii) the GeoExchange System; (ix) the Lory Student Center – North; and (x) the Adult Learner and Veterans Services (ALVS); (b) any other improvements to any of the campuses for which the Board has spending authority; and (c) such other capital projects as may be designated and approved by the Board.

“*2019 Improvement Projects Fund*” means the fund created in Section 5.02(a) hereof, including any accounts and subaccounts therein.

“*2019 Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement, by and between the Board and the 2019 Paying Agent relating to the Series

2019 Bonds; provided, however, that the 2019 Paying Agent Agreement may refer to multiple agreements in the event the Series 2019 Bonds are issued in more than one series.

“*2019 Paying Agent*” means Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Series 2019 Bonds, and any successor thereto.

“*2019 Registrar*” means the 2019 Paying Agent acting as agent of the Board for the registration of the Series 2019 Bonds, and any successor thereto.

“*2019 Tax Certificate*” means the Tax Certificate relating to the Series 2019 Bonds, executed by the Board on the date of issuance of the Series 2019 Bonds; provided, however, that the 2019 Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Series 2019 Bonds.

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

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

(b) Any Series 2019 Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

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

**Section 1.04. Parties Interested Herein.** Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the 2019 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2019 Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the 2019 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2019 Bonds.

**Section 1.05. Ratification.** All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the 2019 Improvement Projects and the issuance, sale and delivery of the Series 2019 Bonds for such purposes, be, and

the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Series 2019 Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

**Section 1.06. Resolution Irrepealable.** After any Series 2019 Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Series 2019 Bonds; and the Resolution shall be and remain irrepealable until the Series 2019 Bonds and the interest thereon shall be fully paid, as herein provided.

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

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

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

## ARTICLE II

### AUTHORIZATION OF 2019 IMPROVEMENT PROJECTS AND CERTAIN RELATED DOCUMENTS

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

**Section 2.02. Necessity of the 2019 Improvement Projects and Series 2019 Bonds.** It is necessary and for the best interests of the Board and the System that the Board undertake the 2019 Improvement Projects as herein authorized and obtain funds therefor by issuing the Series 2019 Bonds; and the Board hereby so determines and declares.

**Section 2.03. Authorization of the 2019 Improvement Projects.** The Board hereby determines to undertake the 2019 Improvement Projects pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met.

In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met, and (b) the 2019 Improvement Projects are hereby authorized.



**Section 2.04. Provision for Sale of Series 2019 Bonds.** The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board, to accept and execute the Purchase Contract in substantially the form filed with the Board on or following the date of adoption of this Sixteenth Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Sixteenth Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

**Section 2.05. Execution of 2019 Paying Agency Agreement.** The appropriate officers of the Board, as designated in the 2019 Paying Agency Agreement, are hereby authorized to complete and execute the 2019 Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board following the date of adoption of this Sixteenth Supplemental Resolution.

**Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking.** The distribution and use of a Preliminary Official Statement relating to the Series 2019 Bonds, in substantially the form filed with the Board on or following the date of adoption of this Sixteenth Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Series 2019 Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Series 2019 Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

**Section 2.07. Bond Insurance.** In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Series 2019 Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this Section 2.08, shall be deemed to be incorporated in this Sixteenth Supplemental Resolution and shall be enforceable as if set forth herein.

**Section 2.08. Execution of Documents.** The following individuals, namely: the Chair of the Board, the Secretary of the Board, the Chancellor of the System, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, this Sixteenth Supplemental Resolution, and, as appropriate in connection with each series of Series 2019 Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the 2019 Paying Agency Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Series 2019 Bonds, and any other documents or certificates necessary or appropriate to close the sale of the Series 2019



Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

### ARTICLE III

#### AUTHORIZATION AND TERMS OF SERIES 2019 BONDS

**Section 3.01. Authorization of Series 2019 Bonds.** Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019,” or as more particularly designated in the Pricing Certificate, including the year of issuance. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Series 2019 Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

**Section 3.02. Purposes.** The Series 2019 Bonds are authorized for the purposes of funding the 2019 Improvement Projects and paying certain costs of issuance relating to the Series 2019 Bonds, all as more specifically provided in Article V hereof.

#### **Section 3.03. Terms of Series 2019 Bonds, Generally.**

(a) **Registered Form; Numbers and Date.** The Series 2019 Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Series 2019 Bonds shall be a Securities Depository in accordance with the Master Resolution. The Series 2019 Bonds shall be dated the Issue Date.

(b) **Principal Amounts; Maturities; Interest Rates.** The Series 2019 Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) **Parameters.** Any Series 2019 Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$95,000,000 for the 2019 Improvement Projects. Any Series 2019 Bonds, issued in one or more series or subseries, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the forgoing, if the Series 2019 Bonds are issued to bear interest at a variable, adjustable, convertible or similar rate they may have a maximum interest rate not in excess of 12% per annum. Any Series 2019 Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2059 with respect to bonds issued for the 2019 Improvements Projects.

(ii) *Delegated Powers.* The Board Representative is authorized, without further approval of the Board, to make any and all determinations listed in Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such determinations are not inconsistent with the standards set forth in this Sixteenth Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Sixteenth Supplemental Resolution and after the Series 2019 Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Series 2019 Bonds; (B) the principal amount of each series or subseries of the Series 2019 Bonds; (C) the coupon interest rate or rates (whether fixed or variable) on the Series 2019 Bonds; (D) the maturity or maturities of the Series 2019 Bonds (any of which may include Series 2019 Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption of any or all of the Series 2019 Bonds prior to maturity; (F) the purchase price of the Series 2019 Bonds; (G) whether the Series 2019 Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled “FEDERAL TAX LAW MATTERS”; (H) whether or not to utilize bond insurance, a Credit Facility or a debt service reserve policy for the Series 2019 Bonds and the execution of all agreements, documents and certificates in connection therewith; (I) whether or not the Series 2019 Bonds will be sold pursuant to a negotiated sale, a competitive sale or direct placement; all as may be necessary to effect the 2019 Improvement Projects and in a manner consistent with this Sixteenth Supplemental Resolution; including the estimated true interest cost of the Series 2019 Bonds and the Underwriter’s or Purchaser’s discount relating to the Series 2019 Bonds. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Series 2019 Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Sixteenth Supplemental Resolution; (J) whether or not there will be any capitalized interest; (K) which elements of the 2019 Improvement Projects will be financed with the proceeds of the Series 2019 Bonds; (L) whether or not to qualify any of the Series 2019 Bonds under the State Intercept Program; and (M) whether or not to issue the Series 2019 Bonds as Capital Appreciation Bonds, Credit Enhanced Bonds or as obligations that bear interest at a variable, adjustable, convertible or similar rate.

(c) *Authorized Denominations.* The Series 2019 Bonds shall be issued in Authorized Denominations.

(d) *Computation of Interest.* Each Series 2019 Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on

Series 2019 Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months, unless an alternative computational convention is set forth in the Pricing Certificate.

(e) ***Appointment of 2019 Paying Agent and 2019 Registrar.*** Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado, is hereby appointed the 2019 Paying Agent and 2019 Registrar.

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

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Series 2019 Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2019 Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the 2019 Paying Agent. If any Series 2019 Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Series 2019 Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the 2019 Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2019 Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2019 Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) ***Payment of Interest.*** All payments of interest on any Series 2019 Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2019 Registrar (or, in the case of defaulted interest, the date selected by the 2019 Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Series 2019 Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(d) ***State Intercept Program.*** The Board may elect to utilize the State Intercept Program for all or a portion of the 2019 Improvement Projects. The final determination of which Series 2019 Bonds (and any series thereof) are subject to the State Intercept Program shall be set forth in the Pricing Certificate. The Board is hereby directed to file with the State Treasurer a copy of this Sixteenth Supplemental Resolution, the Pricing Certificate and the Official Statement. The Board shall also make such filings as are required by the State Intercept Act. The Board hereby directs the Board Representative to take all action necessary to comply with the provisions of the State Intercept Act and qualify the Series 2019 Bonds for the State Intercept Program. In the event that payments of the principal of and interest on the Series 2019 Bonds are made by the State Treasurer pursuant to the provisions of the State Intercept Program, the Board hereby agrees that, to the extent such amounts paid by the State Treasurer have not been

recovered by the State Treasurer from the sources set forth in Section 23-5-139(3) of the State Intercept Act, the Board shall, solely from Net Revenues remaining in the Revenue Fund and that are available for such purpose, pay to the State Treasurer an amount equal to the principal and interest payments made by the State Treasurer, less any such amounts previously recovered by or paid to the State Treasurer.

**Section 3.05. Bond Form.** Subject to the provisions of this Sixteenth Supplemental Resolution, the Series 2019 Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

**Section 3.06. State Tax Exemption.** Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2019 Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

## ARTICLE IV

### REDEMPTION OF SERIES 2019 BONDS

**Section 4.01. Optional Redemption.** The Series 2019 Bonds shall be subject to redemption prior to maturity at the option of the Board, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

**Section 4.02. Mandatory Sinking Fund and Make Whole Redemption.** The Series 2019 Bonds shall be subject to mandatory sinking fund redemption and make whole redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

**Section 4.03. Selection of Series 2019 Bonds for Redemption.** If less than all of the Series 2019 Bonds are called for prior redemption hereunder, the Series 2019 Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Series 2019 Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Series 2019 Bond of a denomination larger than an Authorized Denomination, such Series 2019 Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Series 2019 Bonds is so redeemed, the 2019 Registrar shall, without charge to the owner of such Series 2019 Bond, authenticate a replacement Series 2019 Bond for the unredeemed portion thereof.

**Section 4.04. Redemption Procedures.** Except as otherwise provided herein, the Series 2019 Bonds shall be called for prior redemption and shall be paid by the 2019 Paying Agent upon notice as provided in Section 4.05 hereof. The 2019 Registrar shall not be required to transfer or exchange any Series 2019 Bond after notice of the redemption of such Series 2019 Bond has been given (except the unredeemed portion of such Series 2019 Bond, if redeemed in part) or to transfer or exchange any Series 2019 Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2019 Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2019 Bonds and notice thereof. The Board and the 2019 Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2019 Bonds or the delivery to any Participant, beneficial owner or any other person (except to a registered owner of the Series 2019 Bonds) of any notice with respect to the Series 2019 Bonds, including any notice of redemption.

**Section 4.05. Notice of Redemption.** The 2019 Registrar shall cause notice of the redemption of the Series 2019 Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

**Section 4.06. Tender and Purchase.** The Series 2019 Bonds shall be subject to tender and purchase prior to maturity at the option of the Board, if at all, on the dates, in the manner and at the prices as set forth in the Pricing Certificate.

## ARTICLE V

### ISSUANCE OF SERIES 2019 BONDS AND USE OF SERIES 2019 BOND PROCEEDS

**Section 5.01. Series 2019 Bond Preparation, Execution and Delivery.** The officers of the Board and the System designated in this Sixteenth Supplemental Resolution are hereby authorized and directed to prepare and to execute the Series 2019 Bonds, as herein provided. When the Series 2019 Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

**Section 5.02. Disposition of Series 2019 Bond Proceeds.** The proceeds of the Series 2019 Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) **2019 Improvement Projects Fund.** First, from the proceeds of the Series 2019 Bonds, there shall be deposited in a separate account, which account is hereby created, to be known as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019, Improvement Projects Fund” (the “2019 Improvement Projects Fund”), such amount as the Board Representative shall determine to be necessary and available to defray the costs of the 2019 Improvement Projects, subject to the provisions of the 2019 Tax Certificate. Such account shall be under the control of the Board.

There is hereby created within the 2019 Improvement Projects Fund a separate account under the control of the Board which shall be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019, Capitalized Interest Account” (the “2019 Capitalized Interest Account”). There shall be credited to such 2019 Capitalized Interest Account such amount as the

Board Representative shall determine to be necessary and available to pay a portion of the interest on the Series 2019 Bonds through a date specified by the Board Representative in the Pricing Certificate, taking into account any other moneys available to pay interest on the Series 2019 Bonds.

In the event that the Series 2019 Bonds are issued in only one series, then the Board shall not be required to establish additional accounts or subaccounts within the 2019 Improvement Projects Fund; provided, however, that in the event that the Series 2019 Bonds are issued in more than one series, additional separate accounts and, as necessary, subaccounts shall be created within the 2019 Improvement Projects Fund in accordance with the following:

A separate account shall be created within the 2019 Improvement Projects Fund for each separate series of Series 2019 Bonds issued as Tax Exempt Obligations the proceeds of which are to be applied to the 2019 Improvement Projects, into which shall be deposited amounts received from the sale of each such series of the Series 2019 Bonds, and the amount of such deposit shall be as set forth in the Pricing Certificate.

In the event that any of the Series 2019 Bonds are issued as Taxable Obligations, and the proceeds from such Series 2019 Bonds are to be applied to the 2019 Improvement Projects, then separate accounts shall be established for each such series of Series 2019 Bonds, and the amount of proceeds from the sale of such Series 2019 Bonds deposited to such account(s) shall be as set forth in the Pricing Certificate.

(b) **2019 Expense Account.** Second, from the proceeds of the Series 2019 Bonds, there shall be deposited to the credit of a separate account, hereby created (the “2019 Expense Account”), which 2019 Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Series 2019 Bonds. From such 2019 Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Series 2019 Bonds. Any moneys remaining in the 2019 Expense Account six months after the date of issuance of the Series 2019 Bonds shall be transferred as directed by the Board Representative.

**Section 5.03. Application of 2019 Improvement Projects Fund.** Amounts on deposit in the 2019 Capitalized Interest Account within the 2019 Improvement Projects Fund shall be applied to the payment of interest on the Series 2019 Bonds as directed by the Board Representative. Any other moneys credited from time-to-time to the 2019 Improvement Projects Fund shall be used, without requisition, voucher or other direction or further authority than is herein contained, to pay, or to reimburse the Board and the System for the payment of costs of the 2019 Improvement Projects, as the same become due. All amounts derived from the investment of moneys on deposit in the 2019 Improvement Projects Fund shall remain in the 2019 Improvement Projects Fund and shall be applied as described herein, or, at the direction of the Board Representative, shall be applied to pay interest on the Series 2019 Bonds. Upon completion of the 2019 Improvement Projects by the Board and the delivery of a Completion Certificate to the Board in accordance with the Resolution, all money remaining in the 2019 Improvement Projects Fund, except amounts estimated to be needed for costs of the 2019 Improvement Projects not then due and payable as provided in Section 5.04 hereof, may be used



for any other lawful capital expenditures of the Board or may be transferred to the Series 2019 Principal Account of the Debt Service Fund and used to pay the principal of, premium, if any, or interest on the Series 2019 Bonds.

**Section 5.04. Completion of 2019 Improvement Projects.** Upon completion of the 2019 Improvement Projects and the acceptance thereof by the System, the Board Representative shall deliver to the Board a certificate (the “Completion Certificate”) stating that, to the best of the System’s knowledge based upon the representations of the Board Representative and the contractors, architects, engineers, vendors or other consultants, and except for any amounts estimated by the Board Representative to be necessary for payment of any costs of the 2019 Improvement Projects not then due and payable as set forth in such certificate, the 2019 Improvement Projects have been completed and accepted by the System and all costs of the 2019 Improvement Projects have been paid. Notwithstanding the foregoing, such certificate shall not, and shall state that it does not, prejudice any rights against third parties which exist at the date of such certificate or which may subsequently come into being.

**Section 5.05. Purchaser Not Responsible.** The Underwriters, any associate thereof, and any subsequent owner of any Series 2019 Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Series 2019 Bonds or of any other moneys herein designated.

## ARTICLE VI

### ESTABLISHMENT OF CERTAIN ACCOUNTS

**Section 6.01. Establishment of Certain Accounts.** In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Series 2019 Bonds: (a) within the Debt Service Fund, a “Series 2019 Interest Account” and a “Series 2019 Principal Account”; and (b) within the Rebate Fund, a “Series 2019 Rebate Account.” Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to the Series 2019 Interest Account and the Series 2019 Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to the Series 2019 Rebate Account.

## ARTICLE VII

### FEDERAL TAX LAW MATTERS

**Section 7.01. Determination of Tax Exempt or Taxable Obligations.** All or any portion of the Series 2019 Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Series 2019 Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2019 Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2019 Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded

from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Series 2019 Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

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

**Section 7.03. Affirmative Actions.** The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Series 2019 Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

**Section 7.04. 2019 Tax Certificate.** The Board will comply with the 2019 Tax Certificate delivered to it on the date of issuance of any Series 2019 Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the 2019 Tax Certificate regarding the application and investment of proceeds of such Series 2019 Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the 2019 Tax Certificate; provided that, in the event the original 2019 Tax Certificate is superseded or amended by a new 2019 Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new 2019 Tax Certificate will not cause the interest on such Series 2019 Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new 2019 Tax Certificate.

## ARTICLE VIII

### MISCELLANEOUS

**Section 8.01. Applicability of Master Resolution.** Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2019 Bonds and the 2019 Improvement Projects. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Series



2019 Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

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

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

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

ADOPTED AND APPROVED as of May 7, 2019.

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[Signature Page to Sixteenth Supplemental Resolution]

**EXHIBIT A****FORM OF SERIES 2019 BONDS [TO BE MODIFIED FOR EACH SERIES]**

**UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE 2019 PAYING AGENT, THE 2019 REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.**

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

**UNITED STATES OF AMERICA  
STATE OF COLORADO**

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM  
TAXABLE SYSTEM ENTERPRISE REVENUE BONDS  
SERIES 2019**

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

<b>Interest Rate (Per Annum)</b>	<b>Maturity Date</b>	<b>Dated as of</b>	<b>CUSIP</b>
_____ %	March 1, 20____	_____, 2019	196707 _____

REGISTERED OWNER: CEDE & CO.

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

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado (the “State”), for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on September 1, 2019 at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2019 Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this

Series 2019 Bond. The principal of and premium, if any, on this Series 2019 Bond are payable upon presentation and surrender hereof at the principal office of the Board's paying agent for the Series 2019 Bonds (the "2019 Paying Agent"), initially Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado. The 2019 Paying Agent's principal office for such payment shall be in Denver, Colorado. Interest on this Series 2019 Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2019 Bond is registered (the "registered owner") in the registration records of the Board maintained by the Board's registrar for the Series 2019 Bonds (the "2019 Registrar"), initially Zions Bancorporation, National Association (formerly, Zions First National Bank), Denver, Colorado, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2019 Bond; herein the "Resolution"), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2019 Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2019 Bond and the 2019 Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2019 Registrar or 2019 Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2019 in the aggregate principal amount of \$[95,000,000] (the "Series 2019 Bonds").

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Series 2019 Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Series 2019 Bond shall not be valid or obligatory for any purpose until the 2019 Registrar shall have manually signed the certificate of authentication hereon.

The Series 2019 Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Series 2019 Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the 2019 Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2019 Registrar will not be required to transfer or exchange (a) any Series 2019 Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the 2019 Registrar of a notice of prior redemption of Series 2019 Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2019 Bond after the mailing of notice calling such Series 2019 Bond or any portion thereof for prior redemption.

The Series 2019 Bonds or portions thereof maturing on and after March 1, 20\_\_, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20\_\_, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Series 2019 Bonds in denominations larger than \$5,000), in such manner as the 2019 Paying Agent may determine, at a redemption price equal to the principal amount of each Series 2019 Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.

The Series 2019 Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

In the case of a Series 2019 Bond of a denomination larger than \$5,000, a portion of such Series 2019 Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the 2019 Registrar shall, without charge to the owner of such Series 2019 Bond, authenticate and issue a replacement Series 2019 Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the 2019 Registrar, as provided in the Resolution.

This Series 2019 Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2019 Registrar upon surrender of this Series 2019 Bond together with a duly executed written instrument of transfer satisfactory to the 2019 Registrar. Upon such transfer a new fully registered Series 2019 Bond or Series 2019 Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2019 Bond, subject to such terms and conditions as set forth in the Resolution. The Board, 2019 Registrar and 2019 Paying Agent may deem and treat the person in whose name this Series 2019 Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and 2019 Paying Agent and 2019 Registrar shall be not affected by notice to the contrary.

The Series 2019 Bonds are being issued to finance the 2019 Improvement Projects.

The Series 2019 Bonds are issued by the Board as authorized by and pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code.

This Series 2019 Bond does not constitute a debt or an indebtedness of the State (except to the extent provided for pursuant to the State Intercept Program), the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be

considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net revenues (including Student Fees) (the "Net Revenues") to be derived from the operation of certain revenue-producing Facilities and Research Facilities, as well as certain Tuition Revenues, as such Net Revenues, Student Fees, Facilities, Research Facilities and Tuition Revenues are defined in the Resolution. The owner hereof may not look to any general or other fund of the State or the System for the payment of the principal of, premium, if any, and interest on this obligation, except the special funds pledged therefor.

Payment of the Series 2019 Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the "System Enterprise Debt Service Fund" (the "Debt Service Fund"), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Series 2019 Bonds. The Series 2019 Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board's Outstanding Parity Obligations (as defined in the Resolution). Outstanding Obligations in addition to the Series 2019 Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2019 Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2019 Bonds, for a description of the nature and extent of the security for the Series 2019 Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2019 Bonds with respect thereto, the terms and conditions upon which the Series 2019 Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2019 Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2019 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2019 Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Series 2019 Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising

trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Series 2019 Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2019 Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

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

The Series 2019 Bonds qualify for the Higher Education Revenue Bond Intercept Program (“State Intercept Program”), enacted by the State on June 4, 2008, established pursuant to S.B. 08-245, Section 23-5-139, Colorado Revised Statutes, as amended, and provides for the payment by the State Treasurer of principal of and interest due with respect to revenue bonds issued by state supported institutions of higher education if such an institution will not make the payment by the date on which it is due.

This Series 2019 Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.

IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Series 2019 Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of \_\_\_\_\_, 2019.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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



[FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2019 BONDS]

**CERTIFICATE OF AUTHENTICATION**

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

This is one of the Series 2019 Bonds described in the within-mentioned Resolution, and this Series 2019 Bond has been duly registered on the registration records kept by the undersigned as 2019 Registrar for such Series 2019 Bonds.

ZIONS BANCORPORATION, NATIONAL  
ASSOCIATION, as Registrar

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

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2019 BONDS]

[FORM OF ASSIGNMENT OF SERIES 2019 BONDS]

**ASSIGNMENT**

For value received, the undersigned hereby sells, assigns and transfers unto \_\_\_\_\_ the within Series 2019 Bond and hereby irrevocably constitutes and appoints \_\_\_\_\_ attorney, to transfer the same on the records kept for registration of the within Series 2019 Bond, with full power of substitution in the premises.

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

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Series 2019 Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

\_\_\_\_\_

Name and address of transferee:

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

Social Security or other  
tax identification number of transferee:

\_\_\_\_\_

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF SERIES 2019 BONDS]

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

**FIRST AMENDMENT TO  
TWELFTH SUPPLEMENTAL RESOLUTION**

Relating to:

Board of Governors of the Colorado State University System  
Commercial Paper Notes, Series A  
Commercial Paper Notes, Series B

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## FIRST AMENDMENT TO TWELFTH SUPPLEMENTAL RESOLUTION

### WITNESSETH:

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

WHEREAS, the Board adopted the Twelfth Supplemental Resolution on August 1, 2017 (the “Twelfth Supplemental Resolution”) pursuant to and in accordance with the Master Resolution;

WHEREAS, pursuant to the Twelfth Supplemental Resolution, the Board determined to implement a commercial paper program through the issuance and reissuance, from time to time, of Commercial Paper Notes to be designated the “Board of Governors of the Colorado State University System, System Enterprise Revenue Commercial Paper Notes” (referred to herein as the “Commercial Paper Notes”) in an aggregate principal amount not to exceed \$50,000,000 outstanding at any time for the purposes of (a) providing financing for certain capital improvements to the System (the “Commercial Paper Improvement Projects”) as further described herein; (b) paying capitalized interest, if any, as provided herein; and (c) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and the Twelfth Supplemental Resolution; and

WHEREAS, the Board is adopting this First Amendment to Twelfth Supplemental Resolution (the “First Amendment Resolution”) in order to effectuate certain changes to the Commercial Paper Notes and the documents relating thereto;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

### ARTICLE I

#### DEFINITIONS AND CONSTRUCTION

**Section 1.01. Definitions.** Except as provided below in this Section, all terms which are defined in the Master Resolution and the Twelfth Supplemental Resolution shall have the same meanings, respectively, in this First Amendment Resolution as such terms are given in the Master Resolution and the Twelfth Supplemental Resolution. In addition, the following terms shall have the following respective meanings, and to the extent that they amend terms defined in the Master Resolution and the Twelfth Supplemental Resolution, the following definitions shall control:

“*Commercial Paper Improvement Projects*” means the financing of certain Improvement Projects, as determined by the Board, including but not limited to: (a) the construction, acquisition, renovation, improvement and equipping of (i) the Michael Smith Natural Resources Building in Fort Collins, Colorado; (ii) the Richardson Design Center in Fort Collins, Colorado; (iii) the Institute for Biological and Translational Therapies in Fort Collins, Colorado; (iv) the

JBS Global Food Innovation Center in Honor of Gary and Kay Smith in Fort Collins, Colorado; (v) the Residence and Dining Corbett remodel project; (vi) the Western Slope CVMBS/Extension Project; (vii) the Richardson Design Center – Tenant Finish; (viii) the Western Center Expansion – Orchard Mesa; (ix) the High Plains Campus Expansion – Rocky Ford; (x) the Purchase of 2443 Central Avenue – Semester at Sea Building; (xi) the South Campus Infrastructure; (xii) the Animal Resource Facility; (xiii) the Shepardson Building – Cash Portion; CSU (xiv) the GeoExchange System; (xv) the Lory Student Center – North; and (xvi) the Adult Learner and Veterans Services (ALVS); (b) the refinancing or refunding of any Commercial Paper Notes; (c) any other improvements to any of the campuses for which the Board has spending authority; and (d) such other capital projects as may be designated and approved by the Board.

“*Commercial Paper Note(s)*” or “*CP Note(s)*” means a commercial paper note, and any subseries thereof, in one of the forms attached to the Issuing and Paying Agent Agreement, and designated as the “Board of Governors of the Colorado State University System, System Enterprise Revenue Commercial Paper Notes” authorized in an aggregate principal amount not to exceed \$75,000,000 outstanding at any time and issued on a parity with the outstanding Bonds under the Master Resolution, as amended and supplemented.

**Section 1.02. Construction.** This First Amendment Resolution shall be construed as follows:

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

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

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

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

**Section 1.05. Ratification.** All action heretofore taken (not inconsistent with the provisions of this First Amendment Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the Commercial Paper Improvement Projects and the issuance, sale and delivery of the Commercial Paper Notes for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Commercial Paper Notes as provided in the Issuing and Paying Agent Agreement and Commercial Paper Dealer Agreement and the preparation and distribution of the Preliminary Offering Memorandum and final Offering Memorandum in connection therewith.

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

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

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

## ARTICLE II

### AMENDMENTS AND AUTHORIZATIONS

**Section 2.01. Amendment of Section 2.04(a).** The first sentence of Section 2.04(a) of the Twelfth Supplemental Resolution is hereby amended by replacing the number \$50,000,000 with \$75,000,000.

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

**Section 2.03. Authorization of the Commercial Paper Improvement Projects.** The Board hereby determines to undertake the Commercial Paper Improvement Projects pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met. In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have all been met and (b) the Commercial Paper Improvement Projects are hereby authorized.

**Section 2.04. Execution of Related Commercial Paper Note Documents.** The following individuals, namely: the Chair of the Board, the Secretary of the Board, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the

System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute, attest and deliver this First Amendment Resolution, the Board Documents, any amendments to the Board Documents necessitated by this First Amendment Resolution and any other documents or certificates necessary or appropriate relating thereto. Any amendments to the Board Documents are hereby approved, with such changes therein as shall be approved by the officer or officers executing such amendments to the Board Documents, such execution to be conclusive evidence of the Board's approval of any and all changes or revisions therein.

### ARTICLE III

#### MISCELLANEOUS

**Section 3.01. Applicability of Master Resolution and the Twelfth Supplemental Resolution.** Except as otherwise provided herein, the provisions of the Master Resolution and the Twelfth Supplemental Resolution govern the Commercial Paper Notes and the Commercial Paper Improvement Projects.

**Section 3.02. Severability and Invalid Provisions.** If any one or more of the covenants or agreements provided in this First Amendment Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this First Amendment Resolution.

**Section 3.03. Table of Contents and Section Headings Not Controlling.** The Table of Contents and the headings of the several Articles and Sections of this First Amendment Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this First Amendment Resolution.

**Section 3.04. Effective Date.** This First Amendment Resolution shall take effect immediately.



ADOPTED AND APPROVED as of May 7, 2019.

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[Signature Page to First Amendment Resolution]

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

**FIRST AMENDMENT TO  
FIFTEENTH SUPPLEMENTAL RESOLUTION**

Relating to:

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

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## FIRST AMENDMENT TO FIFTEENTH SUPPLEMENTAL RESOLUTION

### WITNESSETH:

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

WHEREAS, the Board adopted the Fifteenth Supplemental Resolution on August 9, 2018 (the “Fifteenth Supplemental Resolution”) pursuant to and in accordance with the Master Resolution;

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

WHEREAS, the Refunding Project means the refunding, payment and discharge from time to time of the Board’s outstanding Commercial Paper Notes; and

WHEREAS, the Board is adopting this First Amendment to Fifteenth Supplemental Resolution (the “First Amendment Resolution”) in order to effectuate certain changes to the Fifteenth Supplemental Resolution and the documents relating thereto;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

### ARTICLE I

#### DEFINITIONS AND CONSTRUCTION

**Section 1.01. Definitions.** Except as provided below in this Section, all terms which are defined in the Master Resolution and the Fifteenth Supplemental Resolution shall have the same meanings, respectively, in this First Amendment Resolution as such terms are given in the Master Resolution and the Fifteenth Supplemental Resolution.

**Section 1.02. Construction.** This First Amendment Resolution shall be construed as follows:

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

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

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

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

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

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

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

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

## ARTICLE II

### AMENDMENTS

**Section 2.01. Annual Extension of Fifteenth Supplemental Resolution.** Pursuant to Section 1.09 of the Fifteenth Supplemental Resolution, the Fifteenth Supplemental Resolution is hereby extended for one additional year as of the date hereof.

**Section 2.02. Amendment of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution.** The first sentence of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution is

hereby amended and restated as follows: “Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$75,000,000 for the Refunding Project.”

### ARTICLE III

#### MISCELLANEOUS

**Section 3.01. Applicability of Master Resolution and the Fifteenth Supplemental Resolution.** Except as otherwise provided herein, the provisions of the Master Resolution and the Fifteenth Supplemental Resolution govern the Refunding Bonds and the Refunding Project.

**Section 3.02. Severability and Invalid Provisions.** If any one or more of the covenants or agreements provided in this First Amendment Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this First Amendment Resolution.

**Section 3.03. Table of Contents and Section Headings Not Controlling.** The Table of Contents and the headings of the several Articles and Sections of this First Amendment Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this First Amendment Resolution.

**Section 3.04. Effective Date.** This First Amendment Resolution shall take effect immediately.

ADOPTED AND APPROVED as of May 7, 2019.

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[Signature Page to First Amendment Resolution]

# Appendix

COLORADO STATE UNIVERSITY SYSTEM

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





# FY 2020 Tuition and Differential Tuition Rate Schedules, Student Fees

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University  
Board of Governors Meeting - May 7-8, 2019

COLORADO STATE UNIVERSITY  
EDUCATION & GENERAL  
PROPOSED BUDGET

2019-20  
ENROLLMENT SUMMARY

	2017-18 Actual Enrollment	2018-19 Actual Enrollment	2019-20 Proposed Enrollment	2019-20 Increase (Decrease)
<b>Main Campus</b>				
<b>Student FTE*</b>				
<u>Resident</u>				
Graduate	1,486	1,363	1,371	8
Undergraduate	16,181	15,185	14,939	-246
Total	<u>17,667</u>	<u>16,548</u>	<u>16,310</u>	<u>-238</u>
<u>Nonresident</u>				
Graduate	1,076	1,096	1,099	3
Undergraduate	6,345	6,439	6,898	459
Total	<u>7,421</u>	<u>7,534</u>	<u>7,997</u>	<u>463</u>
<u>Total FTE</u>				
Graduate	2,562	2,459	2,470	11
Undergraduate	22,526	21,623	21,837	214
Total	<u>25,088</u>	<u>24,082</u>	<u>24,307</u>	<u>225</u>
<b>Student Headcount**</b>				
<u>Resident</u>				
Graduate	2,284	2,193	2,205	12
Undergraduate	17,428	17,237	16,958	-279
Total	<u>19,712</u>	<u>19,430</u>	<u>19,163</u>	<u>-267</u>
<u>Nonresident</u>				
Graduate	1,640	1,535	1,540	5
Undergraduate	6,515	7,143	7,653	510
Total	<u>8,155</u>	<u>8,678</u>	<u>9,193</u>	<u>515</u>

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

\*\*Fall Term - Source for Headcount SIS022DC

Colorado State University  
Board of Governors Meeting - May 7-8, 2019

COLORADO STATE UNIVERSITY  
EDUCATION & GENERAL  
PROPOSED BUDGET

2019-20  
ENROLLMENT SUMMARY

	2017-18 Actual Enrollment	2018-19 Actual Enrollment	2019-20 Proposed Enrollment	2019-20 Increase (Decrease)
<b>Professional Veterinary Medicine</b>				
<b>Student FTE*</b>				
Resident	545	534	539	6
Nonresident	534	553	556	4
Total	1,079	1,087	1,096	9
<b><u>Student Headcount**</u></b>				
Resident	293	287	290	3
Nonresident	286	296	298	2
Total	579	583	588	5

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

\*\*Fall Term - Source for Headcount SIS022DC

Colorado State University  
Board of Governors Meeting - May 7-8, 2019

COLORADO STATE UNIVERSITY  
2019-20 ACADEMIC YEAR  
TUITION RATE SCHEDULE

	Proposed Tuition 2018-19			Proposed Tuition 2019-20		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
<b>UNDERGRADUATE TUITION</b>						
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$428.20	\$1,366.30		\$428.20	\$1,407.30	
Full-time (12 or more total credit hours)*	\$4,713.20	\$13,663.40		\$4,713.20	\$14,073.30	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$8,937.30			\$9,184.80		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$83.00	n/a		\$94.00	n/a	

**GRADUATE TUITION**

	Proposed Tuition 2018-19			Proposed Tuition 2019-20		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
Part-time (per credit charge, 1-8 credit hours)	\$567.40	\$1,391.10		\$584.40	\$1,432.80	
Full-time (9 or more total credit hours)	\$5,106.80	\$12,520.10		\$5,259.80	\$12,895.50	

**PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION**

	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
Freshmen, Sophomores, and Juniors (per term)**	\$16,513.76	\$28,299.92	\$32,213.26	17,339.45	28,865.92	33,038.95
Seniors (per credit hour)	\$786.37	\$1,347.62	\$1,533.96	825.69	1,374.57	1,573.28

\*FY20 calculated undergraduate rates for 10 to 12 credit hours:

	10 SCH	11 SCH	12 SCH
Resident Undergraduate	4,140.30	4,426.80	4,713.20
Non-Resident Undergraduate	13,134.90	13,604.10	14,073.30
WUE Undergraduate	7,620.45	8,191.20	8,761.80

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

SCH = Student Credit Hour

\*\*PVM tuition does not include Nonresident/WICHE facilities and use charge assessments \$500.50 per term for non-sponsored students.

**Colorado State University**  
**Board of Governor's Meeting May 7-8, 2019**

**Undergraduate Differential Tuition Rates**

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

Levels	FY19 Actual Per Credit Rates	FY20 Proposed Per Credit Rates	FY20 Change
1	\$55	\$55	\$0
2	\$72	\$72	\$0
3	\$95	\$95	\$0

**Level I:**

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

**Level II:**

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

**Level III:**

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

**Comprehensive List of Rates by Course College and Prefix**

Course College	Course Prefix	2019		2020		Increase/Decrease <sup>1</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
AG	AGED	1	55	1	55	0	0.0%		N	N	Y	Y
AG	AGRI	1	55	1	55	0	0.0%		N	N	Y	Y
AG	ANEQ	2	72	2	72	0	0.0%		N	N	Y	Y
AG	AREC	1	55	1	55	0	0.0%		N	N	Y	Y
AG	BSPM	1	55	1	55	0	0.0%		N	N	Y	Y
AG	HORT	1	55	1	55	0	0.0%		N	N	Y	Y
AG	LAND	1	55	1	55	0	0.0%		N	N	Y	Y
AG	SOCR	1	55	1	55	0	0.0%		N	N	Y	Y
BU	ACT	3	95	3	95	0	0.0%		N	Y	Y	Y
BU	BUS	3	95	3	95	0	0.0%		N	Y	Y	Y

Course College	Course Prefix	2019		2020		Increase/Decrease <sup>1</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
BU	CIS	3	95	3	95	0	0.0%		N	Y	Y	Y
BU	FIN	3	95	3	95	0	0.0%		N	Y	Y	Y
BU	MGT	3	95	3	95	0	0.0%		N	Y	Y	Y
BU	MKT	3	95	3	95	0	0.0%		N	Y	Y	Y
BU	REL	3	95	3	95	0	0.0%		N	Y	Y	Y
EG	ATS	3	95	3	95	0	0.0%		N	N	Y	Y
EG	BIOM	3	95	3	95	0	0.0%		N	N	Y	Y
EG	CBE	3	95	3	95	0	0.0%		N	N	Y	Y
EG	CIVE	3	95	3	95	0	0.0%		N	N	Y	Y
EG	ECE	3	95	3	95	0	0.0%		N	N	Y	Y
EG	EGSC	3	95	3	95	0	0.0%		N	N	Y	Y
EG	ENGR	3	95	3	95	0	0.0%		N	N	Y	Y
EG	MECH	3	95	3	95	0	0.0%		N	N	Y	Y
EG	SYSE <sup>2</sup>	3	0	3	95	95	100.0%		N	N	Y	Y
HS	AHS	1	55	1	55	0	0.0%		N	N	Y	Y
HS	AM	2	72	2	72	0	0.0%		N	N	Y	Y
HS	CON	3	95	3	95	0	0.0%		N	N	Y	Y
HS	DM	2	72	2	72	0	0.0%		N	N	Y	Y
HS	EDAE	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDCL	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDCO	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDCT	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDHE	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDOD	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDRM	1	55	1	55	0	0.0%		N	N	Y	Y
HS	EDUC	1	55	1	55	0	0.0%		N	N	Y	Y
HS	FACS	1	55	1	55	0	0.0%		N	N	Y	Y
HS	FSHN	2	72	2	72	0	0.0%		N	N	Y	Y
HS	FTEC	2	72	2	72	0	0.0%		N	N	Y	Y
HS	HDFS	2	72	2	72	0	0.0%		N	N	Y	Y
HS	HES	3	95	3	95	0	0.0%		N	N	Y	Y
HS	IDEA	2	72	2	72	0	0.0%		N	N	Y	Y
HS	INTD	2	72	2	72	0	0.0%		N	N	Y	Y
HS	OT	1	55	1	55	0	0.0%		N	N	Y	Y
HS	RRM	2	72	2	72	0	0.0%		N	N	Y	Y
HS	SOWK	1	55	1	55	0	0.0%		N	N	Y	Y
IU	AS	1	55	1	55	0	0.0%		N	N	Y	Y
IU	CM	1	55	1	55	0	0.0%		N	N	Y	Y
IU	ECOL	1	55	1	55	0	0.0%		N	N	Y	Y
IU	GES	1	55	1	55	0	0.0%		N	N	Y	Y
IU	GRAD	1	55	1	55	0	0.0%		N	N	Y	Y
IU	HONR	2	72	2	72	0	0.0%		N	N	Y	Y
IU	IE	1	55	1	55	0	0.0%		N	N	Y	Y
IU	IU	1	55	1	55	0	0.0%		N	N	Y	Y
IU	KEY	1	55	1	55	0	0.0%		N	N	Y	Y
IU	LIFE	2	72	2	72	0	0.0%		N	N	Y	Y
IU	MLSC	1	55	1	55	0	0.0%		N	N	Y	Y
IU	PBHL	1	55	1	55	0	0.0%		N	N	Y	Y
LA	AMST	1	55	1	55	0	0.0%		N	N	Y	Y
LA	ANTH	1	55	1	55	0	0.0%		N	N	Y	Y
LA	ART	2	72	2	72	0	0.0%		N	N	Y	Y
LA	CO	1	55	1	55	0	0.0%		N	N	Y	Y

Course College	Course Prefix	2019		2020		Increase/Decrease <sup>1</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
LA	D	2	72	2	72	0	0.0%		N	N	Y	Y
LA	E	1	55	1	55	0	0.0%		N	N	Y	Y
LA	EAP	1	55	1	55	0	0.0%		N	N	Y	Y
LA	ECON	1	55	1	55	0	0.0%		N	N	Y	Y
LA	ETST	1	55	1	55	0	0.0%		N	N	Y	Y
LA	GR	1	55	1	55	0	0.0%		N	N	Y	Y
LA	HIST	1	55	1	55	0	0.0%		N	N	Y	Y
LA	INST	1	55	1	55	0	0.0%		N	N	Y	Y
LA	JTC	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LARA	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LB	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LCHI	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LEAP	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LFRE	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LGEN	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LGER	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LGRK	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LITA	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LJPN	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LKOR	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LLAT	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LRUS	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LSGN	1	55	1	55	0	0.0%		N	N	Y	Y
LA	LSPA	1	55	1	55	0	0.0%		N	N	Y	Y
LA	MU	2	72	2	72	0	0.0%		N	N	Y	Y
LA	PHIL	1	55	1	55	0	0.0%		N	N	Y	Y
LA	POLS	1	55	1	55	0	0.0%		N	N	Y	Y
LA	PPA <sup>2</sup>	1	0	1	55	55	100.0%		N	N	Y	Y
LA	SOC	1	55	1	55	0	0.0%		N	N	Y	Y
LA	SPCM	1	55	1	55	0	0.0%		N	N	Y	Y
LA	SPMT <sup>2</sup>	1	0	1	55	55	100.0%		N	N	Y	Y
LA	TH	2	72	2	72	0	0.0%		N	N	Y	Y
LA	WS	1	55	1	55	0	0.0%		N	N	Y	Y
NR	ESS	1	55	1	55	0	0.0%		N	N	Y	Y
NR	F	1	55	1	55	0	0.0%		N	N	Y	Y
NR	FESA	1	55	1	55	0	0.0%		N	N	Y	Y
NR	FW	1	55	1	55	0	0.0%		N	N	Y	Y
NR	GEOL	2	72	2	72	0	0.0%		N	N	Y	Y
NR	NR	1	55	1	55	0	0.0%		N	N	Y	Y
NR	NRRT	1	55	1	55	0	0.0%		N	N	Y	Y
NR	RS	1	55	1	55	0	0.0%		N	N	Y	Y
NR	WR	1	55	1	55	0	0.0%		N	N	Y	Y
NS	AA	2	72	2	72	0	0.0%		N	N	Y	Y
NS	BC	2	72	2	72	0	0.0%		N	N	Y	Y
NS	BZ	2	72	2	72	0	0.0%		N	N	Y	Y
NS	CHEM	2	72	2	72	0	0.0%		N	N	Y	Y
NS	CS	3	95	3	95	0	0.0%		N	N	Y	Y
NS	CT	3	95	3	95	0	0.0%		N	N	Y	Y
NS	DSCI	3	95	3	95	0	0.0%		N	N	Y	Y
NS	MATH	2	72	2	72	0	0.0%		N	N	Y	Y
NS	MSE	3	95	3	95	0	0.0%		N	N	Y	Y
NS	NSCI	2	72	2	72	0	0.0%		N	N	Y	Y

Course College	Course Prefix	2019		2020		Increase/Decrease <sup>1</sup>		Levl Chg	Assessed To Class Level			
		Level	Rate	Level	Rate	\$	%		FR	SO	JR	SR
NS	PH	2	72	2	72	0	0.0%		N	N	Y	Y
NS	PSY	2	72	2	72	0	0.0%		N	N	Y	Y
NS	STAA	2	72	2	72	0	0.0%		N	N	Y	Y
NS	STAT	2	72	2	72	0	0.0%		N	N	Y	Y
VM	BMS	2	72	2	72	0	0.0%		N	N	Y	Y
VM	BTEC	2	72	2	72	0	0.0%		N	N	Y	Y
VM	ERHS	2	72	2	72	0	0.0%		N	N	Y	Y
VM	MIP	2	72	2	72	0	0.0%		N	N	Y	Y
VM	NB	2	72	2	72	0	0.0%		N	N	Y	Y
VM	TOX	2	72	2	72	0	0.0%		N	N	Y	Y
VM	VM	2	72	2	72	0	0.0%		N	N	Y	Y
VM	VMBS <sup>2</sup>	2	0	2	72	72	100.0%		N	N	Y	Y
VM	VS	2	72	2	72	0	0.0%		N	N	Y	Y

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

<sup>2</sup> New subject code beginning FA19.



**COLORADO STATE UNIVERSITY**  
**2019-2020 ACADEMIC YEAR**  
**GRADUATE PROGRAM DIFFERENTIAL TUITION**

Program Name	Program Code	Major Code	Assessed	2018-19	2019-20	Percent Change
				Approved Charges	Proposed Charges	
MBA - EV			Credit Hour <sup>1</sup>	\$ 322	\$ 332	3%
MBA - EC			Credit Hour <sup>1</sup>	\$ 313	\$ 313	0%
MBA Joint DVM			Credit Hour <sup>1</sup>	\$ 322	\$ 322	0%
Master of Accountancy			Credit Hour <sup>1</sup>	\$ 313	\$ 327	4%
Master of Finance (MFIN)			Credit Hour <sup>1</sup>	\$ 322	\$ 332	3%
Master of Computer Information Systems (MCIS)			Credit Hour <sup>1</sup>	\$ 322	\$ 332	3%
MS Business Administration			Credit Hour <sup>1</sup>	\$ 322	\$ 322	0%
Impact MBA			Credit Hour	\$ -	\$ 450	100%
All College of Engineering Graduate Programs <sup>3</sup>			Credit Hour <sup>4</sup>	\$ 110	\$ 110	0%
Professional Science Master's in Biomanufacturing and Biotechnology			Credit Hour	\$ -	\$ 150	100%
Masters of Education & Human Resource Studies, Counseling and Career Development	EHRS-CCZ-MED		Credit Hour	\$ 100	\$ 100	0%
Master of Occupational Therapy <sup>5</sup>		OCTH	Semester	\$ 2,000	\$ 2,000	0%
MSW Social Work	SOWK-MSW		Credit Hour	\$ 115	\$ 115	0%
Masters in Art Leadership and Administration	ALCM-MLCM		Semester	\$ 750	\$ 750	0%
MS Biomedical Sciences <sup>6</sup>	BMSC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Biomedical Sciences/APSZ	BMSC-APSZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Biomedical Sciences/RPTZ	BMSC-RPTZ-MS		Credit Hour	\$ 120	\$ 120	0%
MS Environmental & Radiological Health Sciences	TOXC-MS		Credit Hour	\$ 120	\$ 120	0%
MS Microbiology-Immunology	MICR-MS		Credit Hour <sup>1</sup>	\$ 120	\$ 120	0%
MS in Biochemistry, Plan B	BCHM-MS		Credit Hour	\$ -	\$ 120	100%
Masters of Addiction Counseling	ADCN-MAC		Semester	\$ 2,000	\$ 2,000	0%
Masters of Applied Statistics	MAST-MAS		Semester	\$ 1,000	\$ 1,000	0%
Masters of Applied Statistics	MAST-DSZ-MAS		Semester	\$ 1,000	\$ 1,000	0%
Masters of Applied Statistics	MAST-SSZ-MAS		Semester	\$ 1,000	\$ 1,000	0%
Professional Science Master's in Natural Sciences	PSNS-MPSN		Semester	\$ 2,000	\$ 2,000	0%
Professional Science Master's in Natural Sciences, Zoo, Aquarium, and Animal Shelter Management Specialization	PSNS-ZZ-MPSN		Semester	\$ 2,000	\$ 2,000	0%
Professional Science Master's in Natural Sciences - Microscope Imaging Technology			Semester	\$ -	\$ 2,000	100%
Professional Science Master's in Natural Sciences - Biological Data Analytics			Semester	\$ -	\$ 2,000	100%
MS Materials Science and Engineering <sup>7</sup>	MSEG-MS		Credit Hour	\$ 125	\$ 125	0%
Ph.D. in Materials Science and Engineering <sup>7</sup>	MSEG-PHD		Credit Hour	\$ 125	\$ 125	0%
MS Conservative Leadership Through Learning	CNLR-MS		Semester	\$ 1,200	\$ 1,200	0%
MS Conservation Leadership, Global Specialization	CNLR-GLOZ-MS		Semester	\$ 1,200	\$ 1,200	0%
MS Conservation Leadership	CNLR-MCL		Semester	\$ -	\$ 1,200	100%
MS Environmental Leadership	ENLD-MS		Semester	\$ -	\$ 1,200	100%
Master Greenhouse Gas & Accounting	GGMA-MGMA		Semester	\$ 1,250	\$ 1,250	0%
Masters of Tourism Management	TRMG-MTM		Semester	\$ 1,200	\$ 1,200	0%
Master of Arts in Counseling and Career Development	CNCD-MA		Credit Hour <sup>1</sup>	\$ 100	\$ 100	0%
Career Counseling Specialization	CNCD-CCNZ-MA		Credit Hour <sup>1</sup>	\$ 100	\$ 100	0%
Clinical Mental Health Counseling Specialization	CNCD-MHCZ-MA		Credit Hour <sup>1</sup>	\$ 100	\$ 100	0%
School Counseling Specialization	CNCD-SCCZ-MA		Credit Hour <sup>1</sup>	\$ 100	\$ 100	0%

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

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

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

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

<sup>5</sup> Students on OCTH field work exempted.

<sup>6</sup> Assessed only to Plan B students.

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

COLORADO STATE UNIVERSITY  
DIVISION OF CONTINUING EDUCATION  
2019-20 ACADEMIC YEAR  
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2018-19 Minimum	Proposed Tuition per Credit 2018-19 Maximum	Proposed Tuition per Credit 2019-20 Minimum	Proposed Tuition per Credit 2019-20 Maximum
<b><u>ON CAMPUS EXTENDED EDUCATION</u></b>				
Undergraduate Instruction				
In-State	\$476		\$476	
Out-of-State	\$1,366.30		\$1,407.30	
Graduate Instruction				
In-State	\$605		N/A <sup>2</sup>	
Out-of-State	\$1,391.10		N/A <sup>2</sup>	
<b><u>UNDERGRADUATE</u></b> <sup>1</sup>	\$476	\$936	\$476	\$1,085
<b><u>GRADUATE- Master's Degree</u></b> <sup>1</sup>	\$568	\$1,831	\$585	\$1,876
<b><u>GRADUATE- PhD</u></b> <sup>1</sup>	\$936	\$1,085	\$926	\$1,085
<b><u>OTHER</u></b> <sup>1</sup>	\$61	\$130	\$63	\$128
Sponsored Contract Rates				
<b><u>CUSTOM GRADUATE PROGRAMS :</u></b>				
Custom Discounted graduate rates (i.e. international offerings)	\$530	\$1,000	\$579	\$579

**NOTES:**

**TUITION**

<sup>1</sup>Tuition for cash-funded programs may be reduced or discounted below the minimum rates based on market demand.

<sup>2</sup>No longer applicable because DCE does not charge campus tuition for any graduate courses.

<sup>3</sup> On-campus undergraduate instruction participants will also be assessed differential tuition and student fees as follows:

**Differential Tuition**

FY20 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH):

	Rate/SCH
Level I <sup>4</sup>	\$55
Level II <sup>5</sup>	\$72
Level III <sup>6</sup>	\$95

<sup>4</sup>Level I:

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

<sup>5</sup>Level II:

- College of Natural Sciences - all course prefixes except CS, CT and MSE
- College of Veterinary Medicine and Biomedical Sciences - all course prefixes
- Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, IDEA<sup>6</sup>, INTD, LIFE, HONR, ART, MU, TH, D, GEOL

<sup>6</sup>Level III:

- College of Business - all course prefixes
- Walter Scott, Jr. College of Engineering - all course prefixes
- Other Course Prefixes: CON, CS, CT, DSCI, HES, HDFS, MSE

**Student Fees**

All students:

- Subject to the mandatory University Technology Fee of \$25.00 per student.  
(Contract courses exempt)
- Option to pay university general student fees.

All on-campus students are subject to:

- The University Facility Fee is \$20.75 per credit hour

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
ON CAMPUS

	2018-19 Approved Fees	2019-20 Proposed Changes	2019-20 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Associated Students of Colorado State University (ASCSU)	\$24.45	\$0.00	\$24.45	0.0%
<b>Athletics</b>				
Operations	\$110.54	\$0.00	\$110.54	0.0%
Debt Service	\$5.07	\$0.00	\$5.07	0.0%
<b>Campus Recreation</b>				
Student Recreation Center	\$73.17	\$3.50	\$76.67	4.8%
Facilities Debt Service	\$52.64	\$0.00	\$52.64	0.0%
Recreational Sports Office	\$16.07	\$0.00	\$16.07	0.0%
<b>CSU Health Network - Wellness Programs</b>				
Medical Services	\$166.56	\$0.00	\$166.56	0.0%
Facilities Construction	\$35.03	\$0.00	\$35.03	0.0%
Counseling Services	\$48.25	\$3.90	\$52.15	8.1%
<b>Lory Student Center</b>				
Operations	\$111.07	\$5.34	\$116.41	4.8%
Facilities Construction/Renovations	\$76.21	\$0.00	\$76.21	0.0%
RamEvents	\$9.77	\$0.06	\$9.83	0.6%
<b>Student Services</b>				
Adult Learner & Veteran Services	\$7.49	\$12.76	\$20.25	170.4%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$2.72	\$0.00	\$2.72	0.0%
Interpersonal Violence Response & Safety	\$4.32	\$1.39	\$5.71	32.2%
Off-Campus Life	\$5.54	\$0.97	\$6.51	17.5%
RamRide	\$6.07	\$0.78	\$6.85	12.9%
School of the Arts	\$14.80	\$0.29	\$15.09	2.0%
Student Leadership, Involvement & Community Engagement	\$18.66	\$0.52	\$19.18	2.8%
Student Legal Services	\$7.49	\$0.74	\$8.23	9.9%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
Subtotal	\$835.81	\$31.90	\$867.71	3.8%
University Alternative Transportation Fee	\$30.50	\$3.15	\$33.65	10.3%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$1,202.56</b>	<b>\$35.05</b>	<b>\$1,237.61</b>	<b>2.9%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$3.15	\$5.36	\$8.51	170.2%
Associated Students of Colorado State University (ASCSU)	\$10.27	\$0.00	\$10.27	0.0%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$1.14	\$0.00	\$1.14	0.0%
Interpersonal Violence Response & Safety	\$1.81	\$0.59	\$2.40	32.6%
<b>Lory Student Center</b>				
Operations	\$46.65	\$2.24	\$48.89	4.8%
Facilities Construction/Renovations	\$32.01	\$0.00	\$32.01	0.0%
RamEvents	\$4.10	\$0.03	\$4.13	0.7%
Off-Campus Life	\$2.33	\$0.40	\$2.73	17.2%
RamRide	\$2.55	\$0.33	\$2.88	12.9%
Student Leadership, Involvement & Community Engagement	\$7.84	\$0.22	\$8.06	2.8%
Student Legal Services	\$3.15	\$0.31	\$3.46	9.8%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
University Alternative Transportation Fee	\$12.81	\$1.32	\$14.13	10.3%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$296.45</b>	<b>\$12.45</b>	<b>\$308.90</b>	<b>4.2%</b>

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

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

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
OFF-CAMPUS

	2018-19 Approved Fees	2019-20 Proposed Changes	2019-20 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Adult Learner & Veteran Services	\$3.75	\$6.38	\$10.13	170.1%
Associated Students of Colorado State University	\$12.23	\$0.00	\$12.23	0.0%
Athletics				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Debt Service	\$2.54	\$0.00	\$2.54	0.0%
Campus Recreation				
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Facilities Debt Service	\$26.32	\$0.00	\$26.32	0.0%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$1.36	\$0.00	\$1.36	0.0%
Interpersonal Violence Response & Safety	\$2.16	\$0.70	\$2.86	32.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$38.11	\$0.00	\$38.11	0.0%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
Subtotal	\$126.36	\$8.73	\$135.09	6.9%
University Alternative Transportation Fee	\$15.25	\$1.58	\$16.83	10.4%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$477.86</b>	<b>\$10.31</b>	<b>\$488.17</b>	<b>2.2%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.87	\$3.19	\$5.06	170.6%
Associated Students of Colorado State University	\$6.11	\$0.00	\$6.11	0.0%
Athletics Debt Service	\$1.27	\$0.00	\$1.27	0.0%
Campus Recreation Facilities Debt Service	\$13.16	\$0.00	\$13.16	0.0%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$0.68	\$0.00	\$0.68	0.0%
Interpersonal Violence Response & Safety	\$1.08	\$0.35	\$1.43	32.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$19.05	\$0.00	\$19.05	0.0%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
University Alternative Transportation Fee	\$7.63	\$0.78	\$8.41	10.2%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$219.49</b>	<b>\$5.97</b>	<b>\$225.46</b>	<b>2.7%</b>

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

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

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COLORADO STATE UNIVERSITY  
PROFESSIONAL VETERINARY MEDICINE  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20

	2018-19 Approved Fees	2019-20 Proposed Changes	2019-20 Proposed Fees	Percent Change
<b>FRESHMEN, SOPHOMORES &amp; JUNIORS</b>				
Student Fees	\$835.81	\$31.90	\$867.71	3.8%
University Alternative Transportation Fee	\$30.50	\$3.15	\$33.65	10.3%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$435.75	\$0.00	\$435.75	0.0%
<b>PVM FEES Per Semester for FRESHMAN, SOPHOMORES &amp; JUNIORS</b>	<b>\$1,327.06</b>	<b>\$35.05</b>	<b>\$1,362.11</b>	<b>2.6%</b>
<b>SENIORS (Per Academic Year):<sup>2</sup></b>				
Total Academic Year Student Fees <sup>3</sup>	\$1,671.62	\$63.80	\$1,735.42	3.8%
Total University Alternative Transportation Fee	\$61.00	\$6.30	\$67.30	10.3%
Total Academic Year University Technology Fee <sup>3</sup>	\$50.00	\$0.00	\$50.00	0.0%
Total Academic Year University Facilities Fee <sup>4</sup>	\$871.50	\$0.00	\$871.50	0.0%
<b>SENIORS Total Fees per Academic Year</b>	<b>\$2,654.12</b>	<b>\$70.10</b>	<b>\$2,724.22</b>	<b>2.6%</b>
<b>SENIORS (Average Per Semester):<sup>2</sup></b>				
Total Academic Year Student Fees <sup>3</sup>	\$557.21	\$21.27	\$578.47	3.8%
Total University Alternative Transportation Fee	\$20.33	\$2.10	\$22.43	10.3%
Total Academic Year University Technology Fee <sup>3</sup>	\$16.67	\$0.00	\$16.67	0.0%
Total Academic Year University Facilities Fee <sup>4</sup>	\$290.50	\$0.00	\$290.50	0.0%
<b>PVM SENIORS Total (Average Per Semester)<sup>3</sup></b>	<b>\$884.71</b>	<b>\$23.37</b>	<b>\$908.07</b>	<b>2.6%</b>

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

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

<sup>3</sup> Academic Year includes two semesters of the approved fees.

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

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
SUMMER SESSION ON CAMPUS

	2018-19 Approved Fees	2019-20 Proposed Changes	2019-20 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Associated Students of Colorado State University (ASCSU)	\$15.89	\$0.00	\$15.89	0.0%
Athletics				
Facilities Debt Service	\$3.30	\$0.00	\$3.30	0.0%
Campus Recreation				
Student Recreation Center	\$47.56	\$2.28	\$49.84	4.8%
Facilities Debt Service	\$34.22	\$0.00	\$34.22	0.0%
Recreational Sports Office	\$10.45	\$0.00	\$10.45	0.0%
CSU Health Network - Wellness Programs				
Medical Services	\$108.26	\$0.00	\$108.26	0.0%
Facilities Construction	\$22.77	\$0.00	\$22.77	0.0%
Counseling Services	\$31.36	\$2.54	\$33.90	8.1%
Lory Student Center				
Operations	\$72.20	\$3.47	\$75.67	4.8%
Facilities Construction/Renovation	\$49.54	\$0.00	\$49.54	0.0%
Student Services				
Adult Learner & Veteran Services	\$4.87	\$8.29	\$13.16	170.2%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Student Accessibility	\$1.77	\$0.00	\$1.77	0.0%
Interpersonal Violence Response & Safety	\$2.81	\$0.90	\$3.71	32.0%
Off-Campus Life	\$3.60	\$0.63	\$4.23	17.5%
RamRide	\$3.95	\$0.50	\$4.45	12.7%
School of the Arts	\$9.62	\$0.19	\$9.81	2.0%
Student Leadership, Involvement & Community Engagement	\$12.13	\$0.34	\$12.47	2.8%
Student Legal Services	\$4.87	\$0.48	\$5.35	9.9%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
Subtotal	\$465.10	\$20.69	\$485.79	4.4%
University Alternative Transportation Fee	\$19.83	\$2.04	\$21.87	10.3%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$821.18</b>	<b>\$22.73</b>	<b>\$843.91</b>	<b>2.8%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$2.04	\$3.48	\$5.52	170.6%
Associated Students of Colorado State University (ASCSU)	\$6.67	\$0.00	\$6.67	0.0%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Student Accessibility	\$0.74	\$0.00	\$0.74	0.0%
Interpersonal Violence Response & Safety	\$1.18	\$0.38	\$1.56	32.2%
Lory Student Center				
Operations	\$30.32	\$1.46	\$31.78	4.8%
Facilities Construction/Renovations	\$20.81	\$0.00	\$20.81	0.0%
Off-Campus Life	\$1.51	\$0.27	\$1.78	17.9%
RamRide	\$1.66	\$0.21	\$1.87	12.7%
Student Leadership, Involvement & Community Engagement	\$5.09	\$0.15	\$5.24	2.9%
Student Legal Services	\$2.04	\$0.20	\$2.24	9.8%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
University Alternative Transportation Fee	\$8.33	\$0.86	\$9.19	10.3%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$235.07</b>	<b>\$8.08</b>	<b>\$243.15</b>	<b>3.4%</b>

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

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

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COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
OFF-CAMPUS

	2018-19 Approved Fees	2019-20 Proposed Changes	2019-20 Proposed Fees	Percent Change
<b>FULL TIME FEES (six or more credits)</b>				
Adult Learner & Veteran Services	\$3.75	\$6.38	\$10.13	170.1%
Associated Students of Colorado State University	\$12.23	\$0.00	\$12.23	0.0%
Athletics				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Debt Service	\$2.54	\$0.00	\$2.54	0.0%
Campus Recreation				
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Facilities Debt Service	\$26.32	\$0.00	\$26.32	0.0%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$1.36	\$0.00	\$1.36	0.0%
Interpersonal Violence Response & Safety	\$2.16	\$0.70	\$2.86	32.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$38.11	\$0.00	\$38.11	0.0%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
Subtotal	\$126.36	\$8.73	\$135.09	6.9%
University Alternative Transportation Fee	\$15.25	\$1.58	\$16.83	10.4%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$311.25	\$0.00	\$311.25	0.0%
<b>TOTAL FEES FULL-TIME STUDENT</b>	<b>\$477.86</b>	<b>\$10.31</b>	<b>\$488.17</b>	<b>2.2%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.87	\$3.19	\$5.06	170.6%
Associated Students of Colorado State University	\$6.11	\$0.00	\$6.11	0.0%
Athletics Debt Service	\$1.27	\$0.00	\$1.27	0.0%
Campus Recreation Facilities Debt Service	\$13.16	\$0.00	\$13.16	0.0%
Career Center	\$32.55	\$1.47	\$34.02	4.5%
Committee for Disabled Student Accessibility	\$0.68	\$0.00	\$0.68	0.0%
Interpersonal Violence Response & Safety	\$1.08	\$0.35	\$1.43	32.4%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovations	\$19.05	\$0.00	\$19.05	0.0%
Student Resolution Center	\$7.34	\$0.18	\$7.52	2.5%
University Alternative Transportation Fee	\$7.63	\$0.78	\$8.41	10.2%
University Technology Fee <sup>2</sup>	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee <sup>1</sup>	\$103.75	\$0.00	\$103.75	0.0%
<b>TOTAL FEES PART-TIME STUDENT</b>	<b>\$219.49</b>	<b>\$5.97</b>	<b>\$225.46</b>	<b>2.7%</b>

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

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

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

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2019-2020

RECOMMENDED ACTION:

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

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (chaired by the Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, Changed, and Discontinued fees are listed on a separate sheet from the Comprehensive List of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY20 is highlighted below.

There have been 35 proposals for new special course fees, resulting in an estimated revenue increase of \$149,409.92.

There have been 37 proposals for changes to existing course fees, of which 10 are decreases and 1 did not change the dollar amount. The total estimated maximum net impact of changes in existing fees is a revenue increase of \$126,697.98.

Discontinued course fees (7) will result in an estimated annual reduction in revenue of \$8,071.00.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$268,036.90 in revenue.



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**SPECIAL COURSE FEES - NEW FEES**  
 Fall 2019, Spring 2020, Summer 2020

Prefix	Course Number	Course Title	Requested Fee	Effective Term
		<b>NEW</b>		
AM	342	Computer-Aided Textile Design	\$100.00	FA19
AM	475	Product Development III	\$100.00	FA19
ANTH	442	Ethnographic Field School	\$1,500.00	FA19
ART	253	Digital Fabrication	\$40.00	FA19
ART	311	Art of West & Central Africa	\$6.00	FA19
ART	313	Art of East & Southern Africa	\$6.00	FA19
BZ	340	Field Mammalogy	\$507.00	FA19
CBE	505	Biochemical Engineering Laboratory	\$400.00	FA19
CHEM	121	Foundations of Modern Chemistry Laboratory	\$12.00	FA19
CHEM	232	Foundations of Analytical Chemistry Laboratory	\$70.83	FA19
CHEM	242	Foundations of Organic Chemistry Laboratory	\$30.00	FA19
CHEM	264	Foundations of Inorganic Chemistry Laboratory	\$59.00	FA19
CHEM	322	Foundations of Chemical Biology Laboratory	\$40.00	FA19
CHEM	372	Fundamentals of Physical Chemistry Laboratory	\$50.00	FA19
DM	474	Fashion Show Production and Event Planning	\$100.00	FA19
IDEA	210	Introduction to Design Thinking	\$10.00	FA19
IDEA	310a	Design Thinking Toolbox: Paper Products	\$100.00	FA19
IDEA	310b	Design Thinking Toolbox: 3D Modeling	\$100.00	FA19
IDEA	310c	Design Thinking Toolbox: Advanced 3D Modeling	\$100.00	FA19
IDEA	310d	Design Thinking Toolbox: Digital Imaging	\$100.00	FA19
IDEA	310e	Design Thinking Toolbox: Wood	\$100.00	FA19
IDEA	310f	Design Thinking Toolbox: Textiles	\$100.00	FA19
IDEA	310g	Design Thinking Toolbox: Infographics	\$100.00	FA19

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Prefix	Course Number	Course Title	Requested Fee	Effective Term
<b>NEW</b>				
IDEA	450	Design Thinking Collaborative	\$100.00	FA19
INTD	210	Studio I - Interior Architecture and Design	\$100.00	FA19
INTD	276	Studio II - Interior Architecture and Design	\$100.00	FA19
INTD	310	Studio III - Interior Architecture and Design	\$100.00	FA19
INTD	376	Studio IV - Interior Architecture and Design	\$100.00	FA19
INTD	410	Evidence-based Design Theory	\$100.00	FA19
MECH	103	Introduction to Mechanical Engineering	\$60.00	FA19
RRM	460	Event and Conference Planning	\$100.00	FA19
RS	312	Rangeland Plant Identification Lab	\$10.00	FA19
SOCR	100	General Crops	\$25.00	FA19
TH	260	Computer Assisted Drafting for Theatre	\$85.00	FA19
TH	301	Theatrical Design and Production Special Topics	\$100.00	FA19

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**SPECIAL COURSE FEES - FEE CHANGES**

Fall 2019, Spring 2020, Summer 2020

Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
AM	241	Apparel Production	\$52.10	\$152.10	FA19
AM	341	Computer-Aided Apparel Production	\$16.59	\$116.59	FA19
AM	345	Draping Design	\$39.57	\$139.57	FA19
AM	375	Product Development II	\$56.47	\$156.47	FA19
AM	446	Apparel Design and Production	\$242.33	\$342.33	FA19
AN EQ	551	Field Necropsy	\$154.19	\$144.64	FA19
BMS	301	Human Gross Anatomy	\$94.30	\$273.66	FA19
BMS	345	Functional Neuroanatomy	\$27.80	\$164.30	FA19
BMS	545	Neuroanatomy	\$27.80	\$164.30	FA19
BMS	575	Human Anatomy Dissection	\$94.30	\$273.66	FA19
BSPM	361	Elements of Plant Pathology	\$15.00	\$58.45	FA19
CBE	101	Introduction to Chemical and Biological Engineering	\$51.58	\$42.11	FA19
CBE	333	Chemical and Biological Engineering Lab I	\$108.67	\$114.16	FA19
DM	542	Advanced Computer-Aided Textile Design	\$233.94	\$333.94	FA19
ESS	120	Introduction to Ecosystem and Watershed Sciences	\$118.00	\$113.78	FA19
F	321	Forest Biometry	\$52.32	\$74.48	FA19
FW	111	Basic Outdoor Skills in Fish, Wildlife & Conservation	\$261.00	200.00 - 372.84	FA19
FW	301	Ichthyology Laboratory	\$18.50	\$12.00	FA19
FW	400	Conservation of Fish in Aquatic Systems	\$45.05	\$59.93	FA19
FW	465	Managing Human/Wildlife Conflicts	\$146.77	\$71.04	FA19

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Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
FW	469	Conservation Management of Large Mammals	\$295.00	\$320.00	FA19
GEOL	201	Field Geology of the Colorado Front Range	\$158.09	\$166.98	FA19
GEOL	401	Geology of the Rocky Mountain Region	\$160.07	\$160.07	FA19
GEOL	662	Field Geomorphology	\$33.03	\$40.35	FA19
HORT	100	Horticultural Science	\$12.12	\$15.30	FA19
HORT	260	Plant Propagation	\$20.32	\$24.33	FA19
HORT	321	Nursery Production and Management	\$73.00	\$68.03	FA19
HORT	322	Herbaceous Plants	\$35.75	\$33.50	FA19
HORT	344	Organic Greenhouse Production	\$51.00	\$59.08	FA19
INTD	476	Capstone-Interior Architecture	\$95.25	\$195.25	FA19
LAND	446	Urban Design	\$9.00	\$45.65	FA19
NR	220	Natural Resource Ecology and Measurements	\$67.67	\$78.79	FA19
NRRT	350	Wilderness Leadership	\$47.00	\$42.33	FA19
NRRT	351	Wilderness Instructors	\$104.00	\$103.90	FA19
SOCR & HORT	345	Diagnosis & Treatment in Organic Fields	\$85.00	\$147.76	FA19
WR	417	Watershed Measurements	\$107.52	\$187.28	FA19
WR	419	Water Quality Lab for Wildland Managers	\$110.00	\$213.81	FA19

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**SPECIAL COURSE FEES – DISCONTINUED FEES**

Prefix	Course Number	Course Title	Current Fee	Requested Fee is \$0	Effective Term
AN EQ	344	Principles of Equine Reproduction	\$25.00	0.00	FA19
AN EQ	444	Equine Business Management	\$50.00	0.00	SU19
AREC	224	Introduction to Agribusiness Entrepreneurship	\$15.00	0.00	FA19
ESS	400	Global Perspectives on Sustainability	\$26.60	0.00	FA19
FW	401	Fishery Science	\$15.00	0.00	FA19
HDFS	500	Issues in Human Development and Family Studies	\$35.00	0.00	FA19
NRRT	431	Protected Areas, Working Land and Livelihood	\$44.00	0.00	FA19

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<b>SPECIAL COURSE AND PROGRAM FEES</b>		
<b>COMPREHENSIVE LIST as submitted to the BOG, May 2019</b>		
<i>(Effective Fall 2019, Spring 2020, Summer 2020)</i>		
<i>Special Course Fees</i>		
<b><u>Course Number</u></b>	<b><u>Course Name</u></b>	<b><u>Fee Amount</u></b>
AA 100	Introduction to Astronomy	\$3.00
AGED 110	Agriculture Production Systems	\$45.94
AGED 220	Understanding Agricultural Education	\$15.60
AGED 240	Technical Tool Applications in Ag Education	\$55.00
AGED 241	Plumbing and Electrical Applications in Agriculture	\$25.00
AGED 244	Power, Structure, and Tech Systems in Ag Ed	\$100.00
AGED 320	Technology Lab for Ag Education	\$50.00
AGED 330	Program Design and Evaluation in Ag Literacy	\$16.14
AGED 420	Developing School-Based Ag Education Programs	\$52.33
AGED 430	Methods of Agricultural Literacy	\$16.14
AGED 440	Managing Experiences in Ag Ed Laboratories	\$50.00
AM 143	Introduction to Apparel Design	\$130.88
AM 241	Apparel Production	\$152.10
AM 341	Computer-Aided Apparel Production	\$116.59
AM 342	Computer-Aided Textile Design	\$100.00
AM 345	Draping Design	\$139.57
AM 375	Product Development II	\$156.47
AM 421	Textile Product Quality Assessment	\$52.24
AM 446	Apparel Design and Production	\$342.33
AM 475	Product Development III	\$100.00
AM 546	Theoretical Apparel Design	\$237.95
ANEQ 101	Food Animal Science	\$50.00
ANEQ 102	Introduction to Equine Science	\$35.44
ANEQ 105	Introduction to Large Animal Anatomy	\$105.69
ANEQ 115	Applied Equine Behavior	\$142.66
ANEQ 200	Applied Horsemanship & Equitation	\$237.77
ANEQ 201A	Preparation of Horses for Competition: Western	\$831.40
ANEQ 201B	Preparation of Horses for Competition: English	\$831.40
ANEQ 202	Safety in Horse Handling	\$98.83
ANEQ 203	Equine Management	\$204.16
ANEQ 204	Equine Facilities Management	\$47.00

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<b><u>Course Number</u></b>	<b><u>Course Name</u></b>	<b><u>Fee Amount</u></b>
ANEQ 249	Introduction to the Trail Riding Industry	\$483.00
ANEQ 250	Live Animal and Carcass Evaluation	\$100.00
ANEQ 286	Livestock Practicum	\$33.67
ANEQ 300N	Topics in Animal Sciences: Seedstock Merchandising	\$49.13
ANEQ 300R	Topics in Animal Sciences: Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 315	Equine Behavior	\$65.36
ANEQ 320	Principles of Animal Nutrition	\$58.96
ANEQ 325	Equine Exercise Physiology	\$133.76
ANEQ 340	Horse Training and Sale Preparation I	\$600.00
ANEQ 341	Horse Training and Sale Preparation II	\$600.00
ANEQ 346	Equine Disease Management	\$63.50
ANEQ 349	Packing and Outfitting	\$485.00
ANEQ 351	Techniques in Therapeutic Riding	\$214.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$367.50
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$271.15
ANEQ 386C	Equine Farrier Practicum	\$56.67
ANEQ 442	Riding Instructor Training	\$277.88
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Processing Systems	\$100.00
ANEQ 474	Swine Systems	\$261.85
ANEQ 476	Feedlot Systems	\$16.82
ANEQ 478	Beef Systems	\$71.09
ANEQ 486	Therapeutic Riding Instructor Practicum	\$89.17
ANEQ 510	Bovine Reproductive Management	\$200.92
ANEQ 551	Field Necropsy	\$144.64
ANEQ 626	Animal Nutrition, Emissions, and Management	\$66.05
ANTH 121	Human Origins and Variation Laboratory	\$30.00
ANTH 275	Introduction to Forensic Anthropology	\$20.00
ANTH 373	Human Evolution	\$20.00
ANTH 442	Ethnographic Field School	\$1,500.00
ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 465	Zooarchaeology	\$25.00
ANTH 470	Paleontology Field School	\$1,000.00
ANTH 660	Field Archaeology	\$1,175.00
AREC 412	Agricultural Commodities Marketing	\$25.00

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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
ART 136	Introduction to Figure Drawing	\$105.67
ART 160	Two-Dimensional Visual Fundamentals	\$14.44
ART 170	Three-Dimensional Visual Fundamentals	\$35.00
ART 230	Photo Image Making I	\$45.00
ART 240	Pottery I	\$70.00
ART 245	Metalsmithing and Jewelry I	\$60.00
ART 250	Fibers I	\$50.00
ART 253	Digital Fabrication	\$40.00
ART 255	Introduction to Graphic Design	\$15.00
ART 256	Introduction to Electric Art	\$60.00
ART 260	Painting I	\$19.35
ART 265	Printmaking I-Intaglio and Relief	\$80.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 311	Art of West & Central Africa	\$6.00
ART 313	Art of East & Southern Africa	\$6.00
ART 326	Art Education Studio	\$35.00
ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$70.00
ART 346	Metalsmithing and Jewelry III	\$75.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$70.00
ART 355	Typography and Design Systems	\$55.00
ART 356	Illustration	\$55.00
ART 361	Figure Painting	\$240.17
ART 365	Printmaking II-Lithography	\$90.00
ART 366	Printmaking III-Studio Workshop	\$90.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 392	Undergraduate Professional Practices Seminar	\$13.00
ART 421	Art & Environment	\$25.00
ART 430	Advanced Photo Image Making I	\$60.00



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<b><u>Course Number</u></b>	<b><u>Course Name</u></b>	<b><u>Fee Amount</u></b>
ART 431	Advanced Photo Image Making II	\$60.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00
ART 445	Metalsmithing and Jewelry IV	\$70.00
ART 446	Metalsmithing and Jewelry V	\$70.00
ART 450	Fibers IV	\$35.00
ART 451	Fibers V	\$35.00
ART 455	Advanced Typography and Design Systems	\$55.00
ART 456	Advanced Illustration	\$55.00
ART 461	Advanced Painting II	\$43.38
ART 465	Printmaking IV-Studio Workshop	\$90.00
ART 466	Printmaking V-Studio Workshop	\$90.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 495B	Independent Study-Printmaking	\$25.00/credit
ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$12.00/credit
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$12.00/credit
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 521	Art & Environment - Advanced Study	\$25.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$12.00/credit
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$12.00/credit
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit

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<b><u>Course Number</u></b>	<b><u>Course Name</u></b>	<b><u>Fee Amount</u></b>
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$12.00/credit
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$12.00/credit
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$150.00
BIOM 300	Problem Based Learning Lab	\$179.63
BIOM 533	Biomolecular Tools for Engineers	\$66.33
BMS 301	Human Gross Anatomy	\$273.66
BMS 302	Laboratory in Principles of Physiology	\$10.00
BMS 305	Domestic Gross Animal Anatomy	\$59.67
BMS 345	Functional Neuroanatomy	\$164.30
BMS 531	Domestic Animal Dissection	\$59.67
BMS 545	Neuroanatomy	\$164.30
BMS 575	Human Anatomy Dissection	\$273.66
BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$58.45
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$15.00
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$20.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 223	Plant Identification	\$12.00
BZ 310	Cell Biology	\$31.50
BZ 311	Developmental Biology	\$21.96
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 340	Field Mammalogy	\$507.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Introduction to Chemical and Biological Engineering	\$42.11
CBE 333	Chemical and Biological Engineering Lab I	\$114.16

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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
CBE 443	Chemical and Biological Engineering Lab II	\$163.09
CBE 505	Biochemical Engineering Laboratory	\$400.00
CHEM 104	Chemistry in Context Laboratory	\$9.72
CHEM 108	Fundamentals of Chemistry Laboratory	\$9.73
CHEM 112	General Chemistry Laboratory I	\$21.20
CHEM 114	General Chemistry Laboratory II	\$14.16
CHEM 121	Foundations of Modern Chemistry Laboratory	\$12.00
CHEM 232	Foundations of Analytical Chemistry Laboratory	\$70.83
CHEM 242	Foundations of Organic Chemistry Laboratory	\$30.00
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$51.50
CHEM 264	Foundations of Inorganic Chemistry Laboratory	\$59.00
CHEM 322	Foundations of Chemical Biology Laboratory	\$40.00
CHEM 334	Quantitative Analysis Laboratory	\$68.18
CHEM 344	Modern Organic Chemistry Laboratory	\$83.60
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 372	Fundamentals of Physical Chemistry Laboratory	\$50.00
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67
CHEM 440	Advanced Organic Chemistry Laboratory	\$123.86
CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 102	Introduction: Civil/Environmental Engineering	\$6.32
CIVE 103	Engineering Graphics and Computing	\$23.58
CIVE 301	Fluid Mechanics Laboratory	\$8.29
CIVE 302	Evaluation of Civil Engineering Materials	\$130.48
CIVE 356	Geotechnical Engineering Laboratory	\$140.14
CIVE 441	Water Quality Analysis and Treatment	\$67.85
CIVE 521	Hydrometry	\$28.50
CIVE 525	Water Engineering: International Development	\$45.00
CIVE 533	Biomolecular Tools for Engineers	\$66.33
CON 251	Materials Testing and Processing	\$13.00
CON 261	Construction Surveying	\$120.95
CON 351	Construction Field Management	\$41.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$72.00/credit

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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
D 121A-B	Dance Techniques II (Modern and Ballet)	\$72.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$72.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$72.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$72.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$72.00/credit
D 330	Ballet Repertory Ensemble	\$144.00
D 420B	Dance Techniques VII-Ballet	\$72.00/credit
D 421B	Dance Techniques VIII-Ballet	\$72.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 474	Fashion Show Production and Event Planning	\$100.00
DM 542	Advanced Computer-Aided Textile Design	\$333.94
ECE 102	Digital Circuit Logic	\$142.00
ECE 103	DC Circuit Analysis	\$288.68
ECE 202	Circuit Theory Applications	\$15.00
ECE 251	Introduction to Microprocessors	\$42.00
ECE 331	Electronics Principles I	\$15.00
ECE 332	Electronic Principles II	\$15.00
ECE 401	Senior Design Project I	\$40.00
ECE 402	Senior Design Project II	\$60.00
EDCT 485	Student Teaching	\$140.00
EDUC 485B	Student Teaching-Secondary	\$140.00
EDUC 485C	Student Teaching-Early Childhood	\$140.00
ERHS 230	Environmental Health Field Methods	\$75.00
ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Techniques	\$60.00
ESS 120	Introduction to Ecosystem and Watershed Science	\$113.78
ESS 440	Practicing Sustainability	\$24.07
ESS 486	Ecosystem Practicum	\$230.00 - \$381.00
F 321	Forest Biometry	\$74.48
F 421	Forest Stand Management	\$35.00
F 430	Forestry Field Practices	\$135.00
FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FSHN 486a	Practicum: Counseling	\$20.00
FSHN 686a	Practicum: Counseling	\$20.00

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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
FTEC 210	Science of Food Fermentation	\$45.00
FTEC 351	Fermentation Microbiology Laboratory	\$85.50
FTEC 422	Brewing Analysis and Quality Control	\$45.91
FTEC 430	Sensory Evaluation of Fermented Products	\$25.00
FTEC 460	Brewing Science and Technology	\$45.00
FW 111	Basic Outdoor Skills in FWCB	\$200.00 - \$372.84
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$12.00
FW 375	Field Wildlife Studies	\$412.00 - \$477.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$59.93
FW 402	Fish Culture	\$50.00
FW 405	Fish Physiology	\$27.00
FW 465	Managing Human-Wildlife Conflicts	\$71.04
FW 469	Conservation and Management of Large Mammals	\$320.00
FW 471	Wildlife Data Collection and Analysis	\$41.50
FW 477	Wildlife Habitat Use and Management	\$57.00
FW 605	Advanced Physiological Ecology of Fishes	\$27.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00
GEOL 150	Physical Geology for Scientists and Engineers	\$28.66
GEOL 154	Historical and Analytical Geology	\$29.00
GEOL 201	Field Geology of the Colorado Front Range	\$166.98
GEOL 232	Mineralogy	\$55.76
GEOL 332	Optical Mineralogy	\$63.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$160.07
GEOL 436	Geology Summer Field Courses	\$1,256.50
GEOL 447	Mineral Deposits	\$31.25
GEOL 452	Hydrogeology	\$20.00
GEOL 454	Geomorphology	\$33.51
GEOL 492	Seminar	\$100 - \$120
GEOL 546	Sedimentary Basin Analysis	\$72.00

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GEOL 572	Advanced Structural Geology	\$52.10
GEOL 652	Fluvial Geomorphology	\$33.05
GEOL 662	Field Geomorphology	\$40.35
HDFS 470A	Campus Connections - Youth Mentoring	\$32.14
HDFS 470B	Campus Connections - Mentoring At-Risk Youth	\$33.80
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81
HDFS 521	Family Therapy Practice – Common Factors	\$110.00
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$110.00
HORT 100	Horticultural Science	\$15.30
HORT 221	Landscape Plants	\$22.80
HORT 232	Principles of Landscape Design	\$27.50
HORT 260	Plant Propagation	\$24.33
HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$68.03
HORT 322	Herbaceous Plants	\$33.50
HORT 344	Organic Greenhouse Production	\$59.08
HORT 345	Diagnosis and Treatment in Organic Fields	\$147.76
HORT450A-B	Horticulture Food Crops	\$37.00/subtopic
HORT450C-D	Horticulture Food Crops	\$38.92/subtopic
IDEA 210	Introduction to Design Thinking	\$10.00
IDEA 310A	Design Thinking Toolbox: Paper Products	\$100.00
IDEA 310B	Design Thinking Toolbox: 3D Modeling	\$100.00
IDEA 310C	Design Thinking Toolbox: Advanced 3D Modeling	\$100.00
IDEA 310D	Design Thinking Toolbox: Digital Imaging	\$100.00
IDEA 310E	Design Thinking Toolbox: Wood	\$100.00
IDEA 310F	Design Thinking Toolbox: Textiles	\$100.00
IDEA 310G	Design Thinking Toolbox: Infographics	\$100.00
IDEA 450	Design Thinking Collaborative	\$100.00
INTD 210	Studio I - Interior Architecture and Design	\$100.00
INTD 276	Studio II - Interior Architecture and Design	\$100.00
INTD 310	Studio III - Interior Architecture and Design	\$100.00
INTD 330	Lighting Design	\$11.84
INTD 376	Studio IV - Interior Architecture and Design	\$100.00
INTD 410	Evidence-based Design Theory	\$100.00
INTD 476	Capstone - Interior Architecture	\$195.25

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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
IU 193	Freshman Seminar	\$30.00
JTC 211	Visual Communication	\$150.00
JTC 335	Digital Photography	\$60.00
JTC 340	Digital Video Editing	\$85.00
JTC 341	TV News Writing, Reporting and Producing	\$30.00
JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 357	Omnibus Field Studies	\$30.00
LAND 360	Basic Landscape Design and Construction	\$15.13
LAND 361	Digital Methods	\$12.00
LAND 363	Advanced Landscape Site Engineering	\$13.00
LAND 376	Landscape Design and Visualization	\$427.69
LAND 446	Urban Design	\$45.65
LAND 454	Landscape Field Studies	\$414.00
LIFE 102	Attributes of Living Systems	\$15.85
LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$82.89
LIFE 206	Microbial Biology Laboratory	\$25.00
LIFE 212	Introductory Cell Biology Laboratory	\$60.00
MECH 103	Introduction to Mechanical Engineering	\$60.00
MECH 200	Introduction to Manufacturing Processes	\$120.31
MECH 202	Engineering Design II	\$66.15
MECH 231	Engineering Experimentation	\$78.43
MECH 307	Mechatronics and Measurement Systems	\$141.93
MECH 324	Dynamics of Machines	\$65.31
MECH 331	Introduction to Engineering Materials	\$71.56
MECH 338	Thermal/Fluid Sciences Laboratory	\$60.93
MECH 417	Control Systems	\$84.50
MECH 425	Mechanical Engineering Vibrations	\$97.23
MECH 486A	Engineering Design Practicum I	\$130.00
MECH 486B	Engineering Design Practicum II	\$155.00
MECH 515	Advanced Topics in Mechanical Vibrations	\$97.23
MIP 550	Microbial and Molecular Genetics Laboratory	\$75.00



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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
MU 100	Music Appreciation	\$35.00
MU 111	Music Theory Fundamentals	\$35.00
MU 204	Marching Band	\$35.00
MU 495H	Independent Study - Performance	\$275.00
MU 527 A-C	Conducting Seminar Levels 1-3	\$1,500.00
NR 220	Natural Resources Ecology and Measurements	\$78.79
NR 300	Biological Diversity	\$2.50
NR 479	Restoration Case Studies	\$415.00
NRRT 350	Wilderness Leadership	\$42.33
NRRT 351	Wilderness Instructors	\$103.90
NRRT 401	Collaborative Conservation	\$22.40
OT 686 A	Fieldwork I: OT Process	\$58
OT 686 D	Fieldwork I: Infancy to Young Adult	\$58
OT 688 A-T	Fieldwork IIB	\$10 - \$75/subtopic
POLS 486A	Practicum-Legislative Politics	\$345.00
PSY 488	Field Placement	\$13.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00
RRM 460	Event and Conference Planning	\$100.00
RRM 492	Seminar on Hospitality Management	\$50.00
RS 312	Rangeland Plant Identification Lab	\$10.00
RS 329	Rangeland Assessment	\$27.00
RS 432	Rangeland Measurements and Monitoring	\$51.00
RS 532	Rangeland Ecosystem Sampling	\$51.00
SOCR 100	General Crops	\$25.00
SOC 275	Introduction to Forensic Anthropology	\$20.00
SOCR 320	Forage and Pasture Management	\$15.85
SOCR 343	Composting Principles and Practices	\$20.48
SOCR 345	Diagnosis and Treatment in Organic Fields	\$147.76
SOCR 351	Soil Fertility Laboratory	\$50.00
SOCR 377	Geographic Information Systems in Agriculture	\$119.00
SOCR 421	Crop and Soil Management Systems II	\$38.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
SOWK 488	Field Placement	\$50.00
SOWK 588	Field Placement	\$50.00
SOWK 688	Field Placement	\$50.00



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<u>Course Number</u>	<u>Course Name</u>	<u>Fee Amount</u>
TH 141	Introduction to Theatre	\$43.36
TH 153	Singing for Actors I	\$131.20
TH 160	Drawing for the Theatre	\$128.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction for the Theatre	\$50.00
TH 241	Text Analysis for the Theatre	\$40.30
TH 253	Singing for Actors II	\$131.20
TH 260	Computer Assisted Drafting for Theatre	\$85.00
TH 264	Lighting Design for the Theatre	\$50.00
TH 265	Set Design I	\$50.00
TH 266	Digital Media Design for Live Performance I	\$100.00
TH 267	Scenic Painting	\$100.00
TH 269	Theatrical Makeup	\$19.75
TH 301	Theatrical Design and Production Special Topics	\$100.00
TH 365	Advanced Scenic Design	\$115.00
TH 401	Theatrical Design and Production Advanced Topics	\$100.00
TH 450	Professional Actor Preparation	\$153.67
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$187.28
WR 419	Water Quality Laboratory for Wildland Managers	\$213.81
WR 440	Watershed Problem Analysis	\$15.74
WR 486	Watershed Field Practicum	\$347.00 - \$417.00
WR 575	Snow Hydrology Field Methods	\$130.00 - \$150.00

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

## SCF Revenue Change Report AY20 for Office of Budgets

College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>NEW FEES</b>									
HHS	1574	AM	342	\$ -	\$100.00	\$100.00	30	\$ 3,000.00	
HHS	1574	AM	475	\$ -	\$100.00	\$100.00	25	\$ 2,500.00	
CLA	1787	ANTH	442	\$ -	\$1,500.00	\$1,500.00	10	\$ 15,000.00	
CLA	1770	ART	253	\$ -	\$40.00	\$40.00	18	\$ 720.00	
CLA	1770	ART	311	\$ -	\$6.00	\$6.00	34	\$ 204.00	
CLA	1770	ART	313	\$ -	\$6.00	\$6.00	34	\$ 204.00	
CNS	1878	BZ	340	\$ -	\$507.00	\$507.00	15	\$ 7,605.00	
WSJCOE	1370	CBE	505	\$ -	\$400.00	\$400.00	15	\$ 6,000.00	
CNS	1872	CHEM	121	\$ -	\$12.00	\$12.00	40	\$ 480.00	
CNS	1872	CHEM	232	\$ -	\$70.83	\$70.83	24	\$ 1,699.92	
CNS	1872	CHEM	242	\$ -	\$30.00	\$30.00	40	\$ 1,200.00	
CNS	1872	CHEM	264	\$ -	\$59.00	\$59.00	18	\$ 1,062.00	
CNS	1872	CHEM	322	\$ -	\$40.00	\$40.00	40	\$ 1,600.00	
CNS	1872	CHEM	372	\$ -	\$50.00	\$50.00	40	\$ 2,000.00	
HHS	1574	DM	474	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	
HHS	1501	IDEA	210	\$ -	\$10.00	\$10.00	300	\$ 3,000.00	
HHS	1501	IDEA	310a	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310b	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310c	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310d	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310e	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310f	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	310g	\$ -	\$100.00	\$100.00	64	\$ 6,400.00	
HHS	1501	IDEA	450	\$ -	\$100.00	\$100.00	100	\$ 10,000.00	
HHS	1574	INTD	210	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	
HHS	1574	INTD	276	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	
HHS	1574	INTD	310	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	
HHS	1574	INTD	376	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	
HHS	1574	INTD	410	\$ -	\$100.00	\$100.00	40	\$ 4,000.00	

College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>NEW FEES</b>									
WSJCOE	1374	MECH	103	\$ -	\$60.00	\$60.00	275	\$ 16,500.00	
HHS	1571	RRM	460	\$ -	\$100.00	\$100.00	30	\$ 3,000.00	
WCNR	1472	RS	312	\$ -	\$10.00	\$10.00	25	\$ 250.00	
CAS	1170	SOCR	100	\$ -	\$25.00	\$25.00	65	\$ 1,625.00	
CLA	1778	TH	260	\$ -	\$85.00	\$85.00	16	\$ 1,360.00	
CLA	1778	TH	301	\$ -	\$100.00	\$100.00	16	\$ 1,600.00	
								<b>\$ 149,409.92</b>	

## SCF Revenue Change Report AY20 for Office of Budgets

College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>CHANGES IN EXISTING FEES</b>									
HHS	1574	AM	241	\$52.10	\$152.10	\$100.00	20	\$ 2,000.00	2559200
HHS	1574	AM	341	\$16.59	\$116.59	\$100.00	25	\$ 2,500.00	2552210
HHS	1574	AM	345	\$39.57	\$139.57	\$100.00	15	\$ 1,500.00	2556600
HHS	1574	AM	375	\$56.47	\$156.47	\$100.00	50	\$ 5,000.00	2550900
HHS	1574	AM	446	\$242.33	\$342.33	\$100.00	20	\$ 2,000.00	2558000
CAS	1171	ANEQ	551	\$154.19	\$144.64	(\$9.55)	55	\$ (525.25)	2517400
CVMBS	1680	BMS	301	\$94.30	\$273.66	\$179.36	225	\$ 40,356.00	2560600
CVMBS	1680	BMS	345	\$27.80	\$164.30	\$136.50	102	\$ 13,923.00	2561000
CVMBS	1680	BMS	545	\$27.80	\$164.30	\$136.50	103	\$ 14,059.50	2561000
CVMBS	1680	BMS	575	\$94.30	\$273.66	\$179.36	225	\$ 40,356.00	2560600
CAS	1177	BSPM	361	\$15.00	\$58.45	\$43.45	80	\$ 3,476.00	2516000
WSJCOE	1370	CBE	101	\$51.58	\$42.11	(\$9.47)	150	\$ (1,420.50)	2530710
WSJCOE	1370	CBE	333	\$108.67	\$114.16	\$5.49	75	\$ 411.75	2530800
HHS	1574	DM	542	\$233.94	\$333.94	\$100.00	8	\$ 800.00	2557700
WCNR	1476	ESS	120	\$118.00	\$113.78	(\$4.22)	80	\$ (337.60)	2540601
WCNR	1472	F	321	\$52.32	\$74.48	\$22.16	33	\$ 731.28	2549000
WCNR	1474	FW	111	\$261.00	200.00 - 372.84	(\$61.00)	175	\$ (10,675.00)	2512810
WCNR	1474	FW	301	\$18.50	\$12.00	(\$6.50)	80	\$ (520.00)	2547500
WCNR	1474	FW	400	\$45.05	\$59.93	\$14.88	23	\$ 342.24	2544800
WCNR	1474	FW	465	\$146.77	\$71.04	(\$75.73)	20	\$ (1,514.60)	2544700
WCNR	1474	FW	469	\$295.00	\$320.00	\$25.00	15	\$ 375.00	2544600
WCNR	1482	GEOL	201	\$158.09	\$166.98	\$8.89	16	\$ 142.24	2546300
WCNR	1482	GEOL	401	\$160.07	\$160.07	\$0.00	30	\$ -	2546700
WCNR	1482	GEOL	662	\$33.03	\$40.35	\$7.32	10	\$ 73.20	2546301
CAS	1173	HORT	100	\$12.12	\$15.30	\$3.18	250	\$ 795.00	2514800
CAS	1173	HORT	260	\$20.32	\$24.33	\$4.01	60	\$ 240.60	2510600
CAS	1173	HORT	321	\$73.00	\$68.03	(\$4.97)	18	\$ (89.46)	2510900
CAS	1173	HORT	322	\$35.75	\$33.50	(\$2.25)	40	\$ (90.00)	2511000

College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>CHANGES IN EXISTING FEES</b>									
CAS	1173	HORT	344	\$51.00	\$59.08	\$8.08	12	\$ 96.96	2510810
HHS	1574	INTD	476	\$95.25	\$195.25	\$100.00	40	\$ 4,000.00	2550800
CAS	1173	LAND	446	\$9.00	\$45.65	\$36.65	30	\$ 1,099.50	2517000
WCNR	1474	NR	220	\$67.67	\$78.79	\$11.12	250	\$ 2,780.00	2548500
WCNR	1480	NRRT	350	\$47.00	\$42.33	(\$4.67)	24	\$ (112.08)	2549110
WCNR	1480	NRRT	351	\$104.00	\$103.90	(\$0.10)	24	\$ (2.40)	2549120
CAS	1170 and 1173	SOCR & HORT	345	\$85.00	\$147.76	\$62.76	20	\$ 1,255.20	2510800
WCNR	1476	WR	417	\$107.52	\$187.28	\$79.76	20	\$ 1,595.20	2543300
WCNR	1476	WR	419	\$110.00	\$213.81	\$103.81	20	\$ 2,076.20	2548300
								<b>\$ 126,697.98</b>	

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College	Department	Course Prefix	Course Number	Current Fee Amt	Requested Fee Amt	Min \$ Change	Est. Annual Enrollment	Est. Change in Revenue	Account #
<b>CANCELLATIONS</b>									
CAS	1171	AN EQ	344	\$25.00	0	(\$25.00)	75	\$ (1,875.00)	2513000
CAS	1171	AN EQ	444	\$50.00	0	(\$50.00)	65	\$ (3,250.00)	2512140
CAS	1172	AREC	224	\$15.00	0	(\$15.00)	40	\$ (600.00)	2514350
WCNR	1476	ESS	400	\$26.60	0	(\$26.60)	60	\$ (1,596.00)	2578910
WCNR	1474	FW	401	\$15.00	0	(\$15.00)	15	\$ (225.00)	2544500
HHS	1570	HDFS	500	\$35.00	0	(\$35.00)	15	\$ (525.00)	2565900
WCNR	1480	NRRT	431	\$44.00	0	(\$44.00)	0	\$ -	2549140
								\$ (8,071.00)	



## CSU-Pueblo 2019-20 Enrollment Summary\*

	2017-2018 Actual Enrollment	2018-2019 Actual Enrollment	2019-2020 Proposed Enrollment	2019-2020 Increase (Decrease)
<b>Student FTE</b>				
<u>Resident</u>				
Graduate	133.1	120.5	118.1	(2.4)
Undergraduate	<u>2,782.8</u>	<u>2,670.8</u>	<u>2,617.4</u>	<u>(53.4)</u>
Subtotal	2,915.9	2,791.3	2,735.5	(55.8)
<u>Nonresident</u>				
Graduate	31.0	24.8	24.3	(0.5)
Undergraduate	<u>527.4</u>	<u>496.8</u>	<u>486.9</u>	<u>(9.9)</u>
Subtotal	558.4	521.6	511.2	(10.4)
<u>Total FTE</u>				
Graduate	164.1	145.3	142.4	(2.9)
Undergraduate	<u>3,310.2</u>	<u>3,167.6</u>	<u>3,104.2</u>	<u>(63.4)</u>
Total	3,474.3	3,312.9	3,246.6	(66.3)
<b>Student headcount</b>				
<u>Resident</u>				
Graduate	203.0	191.0	191.0	0.0
Undergraduate	<u>3,238.0</u>	<u>3,149.0</u>	<u>3,086.0</u>	<u>(63.0)</u>
Subtotal	3,441.0	3,340.0	3,277.0	(63.0)
<u>Nonresident</u>				
Graduate	34.0	32.0	31.4	(0.6)
Undergraduate	<u>580.0</u>	<u>564.0</u>	<u>552.7</u>	<u>(11.3)</u>
Subtotal	614.0	596.0	584.1	(11.9)
<u>Total headcount</u>				
Graduate	237.0	223.0	218.5	(4.5)
Undergraduate	<u>3,818.0</u>	<u>3,713.0</u>	<u>3,638.7</u>	<u>(74.3)</u>
Total	4,055.0	3,936.0	3,857.3	(78.7)

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



**CSU-Pueblo  
2019-20 Academic Year  
Tuition Rate Schedule\***

	Approved Tuition 2018-19		Proposed Tuition 2019-20	
	Resident	Nonresident	Resident	Nonresident
<b><u>UNDERGRADUATE TUITION</u></b>				
Student Share per credit hour	\$ 264.53	\$ 795.23	\$ 264.53	\$ 819.09
College Opportunity Fund (COF) Stipend	\$ 85.00	N/A	\$ 94.00	N/A
Published Rate per credit hour <sup>1</sup>	\$ 349.53	\$ 795.23	\$ 358.53	\$ 819.09
<b><u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u></b>				
<i>(AK, AZ, CA, HI, ID, MT, ND, NM, NV, OR, SD, UT, WA, WY, and the Commonwealth of the Northern Marina Islands)</i>				
<i>OTHER STATE PROGRAMS (FL, KS, NE, OK, TX)</i>				
Published Rate per credit hour	N/A	\$ 521.30	N/A	\$ 537.80
<b><u>TEACHER EDUCATION PROGRAM GRADUATE TUITION</u></b>				
Published Rate per credit hour	\$ 277.56	\$ 906.31	\$ 285.89	\$ 933.50
<b><u>ALL OTHER GRADUATE PROGRAM TUITION</u></b>				
Published Rate per credit hour	\$ 304.83	\$ 906.31	\$ 313.97	\$ 933.50
<b><u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u></b>				
Business Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42
Computer Information Science Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42
Engineering Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42
Nursing Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42
<b><u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u></b>				
Business Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27
Computer Information Science Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27
Engineering Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27
Nursing Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27
Doctor of Nursing Practice Program	\$ 197.77	\$ 197.77	\$ 203.70	\$ 203.70

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

<sup>1</sup> Includes undergraduate resident instruction courses provided at Colorado Springs Tower location by Extended Studies.





**COLORADO STATE UNIVERSITY-PUEBLO  
EXTENDED STUDIES  
TUITION RATE SCHEDULE\*  
FOR ACADEMIC YEAR 2019-20**

**EXTENDED STUDIES CASH FUNDED PROGRAMS**

Independent Study  
Concurrent Enrollment  
Senior to Sophomore

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

Proposed Tuition 2019 -2020	
\$	205.00
\$	149.45
\$	60.00

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

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

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

\*Subject to University fees.

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



**CSU-Pueblo  
2019-20 Academic Year  
Differential Tuition Rates**

FY20 Rates Effective Fall Term 2019

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

**DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)**

	FY 19 Actual Per Credit Hour Rates		FY 20 Proposed Per Credit Hour Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Business Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42	0.0%
Computer Information Science Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42	0.0%
Engineering Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42	0.0%
Nursing Program	\$ 32.42	\$ 32.42	\$ 32.42	\$ 32.42	0.0%

**DIFFERENTIAL GRADUATE TUITION (per credit hour)**

	FY 19 Actual Per Credit Hour Rates		FY 20 Proposed Per Credit Hour Rates		Percent Change
	Resident	Nonresident	Resident	Nonresident	
Business Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27	3.0%
Computer Information Science Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27	3.0%
Engineering Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27	3.0%
Nursing Program	\$ 146.86	\$ 146.86	\$ 151.27	\$ 151.27	3.0%
Doctor of Nursing Practice Program	\$ 197.77	\$ 197.77	\$ 203.70	\$ 203.70	3.0%

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



COLORADO STATE UNIVERSITY – PUEBLO  
EDUCATION AND GENERAL  
PROPOSED MANDATORY STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20

	2018-19 Approved Fees	Proposed Changes <sup>2</sup>	2019-20 Proposed Fees	Percent Change
<b>MANDATORY FEES - Per Credit Hour</b>				
Athletics Fee				
Operations	\$14.00	\$1.00	\$15.00	7.1%
Student Facility Fee				
Debt Service				
Recreation Center	\$7.25	\$0.00	\$7.25	0.0%
Student Center	\$15.75	\$0.00	\$15.75	0.0%
Cert of Participation - Library	\$0.00	\$2.00	\$2.00	N/A
Child Care Discount Fee				
Operations	\$0.20	\$0.00	\$0.20	0.0%
Child Care Student Discount	\$0.20	\$0.00	\$0.20	0.0%
Student Recreation Fee				
Operations	\$10.58	(\$10.58)	\$0.00	-100.0%
Technology Fee	\$7.25	\$0.00	\$7.25	0.0%
Student Health Fee				
Operations of Health Ctr	\$3.40	\$0.00	\$3.40	0.0%
Operations of Counseling Ctr	\$5.10	\$0.00	\$5.10	0.0%
Student Center Fee				
Operations	\$4.75	\$0.00	\$4.75	0.0%
Student Affairs Fee	\$13.52	\$0.00	\$13.52	0.0%
Band Fee	\$0.00	\$0.35	\$0.35	N/A
Military & Veterans Success Center Fee	\$0.40	\$0.00	\$0.40	0.0%
<b>TOTAL MANDATORY FEES - PER CREDIT HOUR</b>	<b>\$82.40</b>	<b>(\$7.23)</b>	<b>\$75.17</b>	<b>-8.8%</b>
<b>MANDATORY FEES - FLAT FEE (per semester)</b>				
Recreation Center Operations				
Less than 6 Credit Hours	\$0.00	\$0.00	\$0.00	N/A
6 or More Credit Hours	\$0.00	\$126.96	\$126.96	N/A
<b>TOTAL MANDATORY FEES - FLAT FEE</b>	<b>\$0.00</b>	<b>\$126.96</b>	<b>\$126.96</b>	<b>100.0%</b>
<b>TOTAL MANDATORY FEES (per semester) - Student enrolled in 12 Credit Hours</b>	<b>\$988.80</b>	<b>\$40.20</b>	<b>\$1,029.00</b>	<b>4.1%</b>



**COLORADO STATE UNIVERSITY-PUEBLO  
PARKING  
PROPOSED ANNUAL RATES  
FOR ACADEMIC YEAR 2019-20**

	2018-19 Approved Rate	Proposed Changes	2019-20 Proposed Rate	Percent Change
<b><u>PARKING PERMITS<sup>1</sup></u></b>				
<b>Academic Year: (Fall, Spring, Summer)</b>				
Student				
Permanent Decal	\$100.00	\$0.00	\$100.00	0.0%
Hanging Decal	\$100.00	\$0.00	\$100.00	0.0%
Resident	\$100.00	\$0.00	\$100.00	0.0%
Green Vehicle Decal Discount	\$80.00	\$0.00	\$80.00	0.0%
Motorcycle Discount	\$40.00	\$0.00	\$40.00	0.0%
Concurrent High School Student	\$8.33 / Mo.	\$0.00	\$8.33/Mo	0.0%
Faculty / Staff per month rates				
Full time	\$12.00	\$0.00	\$12.00	0.0%
Part Time / Adjunct	\$5.00	\$0.00	\$5.00	0.0%
Green Vehicle Decal Discount	\$9.60	\$0.00	\$9.60	0.0%
Reserved Parking Space	\$30.00	\$0.00	\$30.00	0.0%

<sup>1</sup> Rates are reduced by 50% for Spring and summer semesters.



**CSU-Pueblo Course, Program and Department Fees**  
**Fall 2019, Spring 2020, and Summer 2020**

S = per student / CH = per credit	Fees for FY19			Proposed Fees for FY20			Net Cost Change FY19 to FY 20
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
<b>ART</b>							
Studio Fee (141)	\$25.00/S			\$25.00/S			
Graphic Art (281,381, 481)		\$25.00/CH			\$25.00/CH		
Sculpture Art (116, 233, 333, 433,533)		\$25.00/CH			\$25.00/CH		
Ceramics Art (247, 347, 397, 447, 497, 547)		\$25.00/CH			\$25.00/CH		
Painting Art (115, 234, 334, 434)		\$35.00/CH			\$35.00/CH		
Printmaking Art (270, 370, 470, 570)		\$45.00/CH			\$45.00/CH		
Drawing Art (242,342,442,542)		\$50.00/CH			\$50.00/CH		
Photography Art (276, 376, 476)		\$35.00/CH			\$35.00/CH		
Digital Art (274, 374, 474)		\$35.00/CH			\$35.00/CH		
<b>BIOLOGY</b>							
All Biology courses (except BIOL 294, 394, 494)		\$10.00/CH			\$10.00/CH		
Science Learning Fee (100, 100L, 112, 121, 121L, 171, 181, 181L, 182, 182L, 183, 184, 201, 201L, 202, 202L, 203, 206, 206L, 220, 223, 223L, 224, 224L)		\$5.00/CH			\$5.00/CH		
<b>CHEMISTRY</b>							
All Chemistry courses		\$10.00/CH			\$10.00/CH		
Science Learning Fee (101, 101L, 111, 111L, 121, 121L, 122, 122L, 125, 125L, 150, 160, 160L, 211, 211L, 221, 221L, 260, 260L, 301, 301L, 302, 302L)		\$5.00/CH			\$5.00/CH		
Laboratory budget supplement (101L, 111L, 121L, 122L, 125L, 150, 160L, 211L, 221L, 260L, 292, 301L, 302L, 317L, 323, 401L, 412L, 419L, 460L, 492, 501L, 512L, 519L, 560L, 592, 599)		\$10.00/CH			\$10.00/CH		
<b>PHYSICS</b>							
Science Learning Fee (110, 110L, 140, 140L, 145, 145L, 150, 201, 201L, 202, 202L, 221, 221L, 222, 222L)		\$5.00/CH			\$5.00/CH		
<b>COMPUTER INFORMATION SYSTEMS</b>							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 311, 315, 350, 356, 359, 360, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 550, 560, 562)		\$6.50/CH			\$6.50/CH		
<b>ENGLISH COMPOSITION (101 THRU 102)</b>							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			
<b>EXERCISE / HEALTH</b>							
EXHPR high cost field trips (EXHP 105L, EXHP 205L)		\$160.00/CH			\$160.00/CH		
EXHP high cost program (Methods of Secondary PE, 478, 578)		\$100.00/S			\$100.00/S		
Water Safety Instructor Certification (276L)		\$30.00/S			\$30.00/S		
<b>ATHLETIC TRAINING</b>							
Athletic Training Program (AT 260, 301, 501)		\$15.00/CH			\$15.00		
CPR/AED for the Professional Rescuer (231, 233, 234)	\$30.00/S			\$30.00/S			
Emergency Care (AT 234)	\$30.00/S			\$30.00/S			
AT 379 Athletic Training Practicum II	\$80.00/S			\$80.00/S			
Athletic Training Field Experience (419)	\$90.00/S			\$90.00/S			
Clinical Experience II, III, IV (AT 420, 421, 422)	\$90.00/S			\$90.00/S			
488 BOC Test Prep	\$30.00/S			\$30.00/S			
All MS in Athletic Training Students <sup>1</sup>					\$150/S		\$150/S
<b>HEALTH SCIENCE</b>							
All BS in Health Science Students <sup>2</sup>					\$5.00/CH		\$5.00/CH
<b>MUSIC</b>							
Music Applied Brass courses (170, 172, 173, 174, 270, 272, 273, 274, 370, 372, 373, 374, 390, 392, 393, 394, 460, 462, 463, 464, 480, 482, 483, 484, 573)							
Music Applied Guitar courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489)							
Percussion Program (175, 275, 375, 395, 465, 485, 572)							
Music Applied Piano/Organ courses (125, 176, 177, 229, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487)							

S = per student / CH = per credit	Fees for FY19			Proposed Fees for FY20			Net Cost Change FY19 to FY 20
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
Music Applied Strings courses (160, 161, 162, 163, 260, 261, 262, 263, 360, 361, 362, 363, 380, 381, 382, 383, 445, 446, 447, 448, 470, 471, 472, 473, 570)		\$145/CH			\$195/S		\$50/S increase
Music Applied Voice courses (169, 269, 369, 389, 459, 479, 574)							
Music Applied courses (339, 348, 438, 439)							
Music Applied Woodwind courses (164, 165, 166, 167, 168, 171, 264, 265, 266, 267, 268, 271, 364, 365, 366, 367, 368, 371, 384, 385, 386, 387, 388, 391, 449, 455, 456, 457, 458, 461, 474, 475, 476, 477, 478, 481, 571)							
MUS 345, 349					\$195/S		\$195/S
Brass Ensemble Program (114, 214, 314, 414)							
Chamber Ensemble Program (121, 221, 321, 421)							
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409, 502, 509)							
Collaborative Ensemble Program (104,204,304,404)							
Piano Ensemble Program (142, 242, 342, 442)							
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)							
Jazz Ensemble Program (154, 254, 354, 454)							
Marching and Pep Band (131, 135, 230, 330, 331, 430, 530, 531)							
Mariachi Ensemble Program (115, 215, 315, 415)		\$25.00/CH			\$25.00/CH		
Percussion Ensemble Program (124, 224, 324, 424)							
Special Topics (291)							
Special Topics (491)							
Independent Study (495)							
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)							
Music Symposium Program (101, 201, 301, 401)							
Wind Ensemble Program (112, 212, 312, 412, 512)							
Woodwind Ensemble Program (134, 234, 334, 434)							
Music Education Program (113, 127, 152, 223, 227, 233, 243, 252, 253, 306, 340, 358, 359, 440, 501, 513, 523, 540, 543, 545, 550, 553, 559, 560) <sup>3</sup>							
Music Core Curriculum Program (100, 103, 105, 118, 120, 150, 151, 203, 210, 211, 250, 251, 280, 281, 285, 303, 305, 323, 346, 347, 350, 355, 357, 420)		\$5.00/CH			\$5.00/CH		
Music Core Curriculum Program (110, 180, 310, 351, 352, 353, 410)							
Department Of Music / CHASS			\$3.50/CH			\$3.50/CH	
<b>NURSING</b>							
All Nursing students			\$220.00/S			\$220.00/S	
<b>PSYCHOLOGY</b>							
Physiological Psychology Laboratory (331L)	\$31.00/S			\$31.00/S			
Perception Laboratory (334L)	\$32.60/S			\$32.60/S			
<b>RECREATION</b>							
REC (114L, 116L, 117L)		\$55.00/CH			\$55.00/CH		
REC high cost program (118L)		\$100.00/CH			\$100.00/CH		
REC high cost program (112L, 113L, 322)		\$100.00/CH			\$100.00/CH		
REC high cost program (270)		\$100.00/CH			\$100.00/CH		
REC Orientation (102, 103, 104, 105, 370, 570)		\$200.00/CH			\$200.00/CH		
REC low cost field trips (360, 560, 569)		\$30.00/CH			\$30.00/CH		
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			
<b>SOCIAL WORK / HUMANITIES</b>							
Field Placement I (488)	\$35.00/S			\$5,000/S			\$4,965/S
Field Placement II (489)	\$35.00/S			\$5,000/S			\$4,965/S
Social Work Practicum I-IV (SW 588, 589, 688, 689)	\$35.00/S			\$35.00/S			
<b>POLITICAL SCIENCE</b>							
All Political Science students		\$2.00/S			\$2.00/S		
<b>TEACHER EDUCATION</b>							
ED (487, 488, 489)							
ECE (486)	\$100.00/S			\$100.00/S			
ED (594)							

<sup>1</sup>Will affect students in AT 501, 502, 503, 504, 510, 511, 513, 514, 520, 521, 522, 530, 531, 532, 533, 540, 542, 545, 550, 551, and 592.

<sup>2</sup>Will affect students in HS 101, 230, 235, 320, 330, 335, 336, 430, 435, 492, 494, and 498.

<sup>3</sup>Removed 240, 258, and 259; added 340, 358, and 359

FY 2020

# Charges for Technology Report and Charges for Technology Manual – Colorado State University Only

COLORADO STATE UNIVERSITY SYSTEM

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



## Colorado State University

### Charges for Technology Report for Fiscal Year 2019

#### MATTERS FOR ACTION:

Charges for Technology Report for FY19

#### RECOMMENDED ACTIONS:

None – Information item only.

#### EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY19, 3) explanations for significant carryover from FY18, and 4) requests for significant carryforward into FY20.

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

The College of Health and Human Sciences and Intra-University are increasing fees by less than 5% - allowable within the limits such that no formal approval is required. Other than these changes, no changes to the manual are proposed. Thus, no formal action is required, and this is an information item only.



## Charges for Technology Report for Fiscal Year 2019

### 1. Schedule of Charges for Technology – Fiscal Years 19 and 20

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY19, and proposed charges for FY20. Both Health and Human Sciences and Intra-University are increasing students' charges by less than 5%.

<b>CSU Charges for Technology – FY 19 and FY 20</b>		
<b>College/Program</b>	<b>FY 19 Charge per Semester<sup>1,2,3,4</sup></b>	<b>FY 20 Charge per Semester<sup>1,2,3,4</sup></b>
<b>Agricultural Sciences</b>	\$86.15	\$86.15
<b>Business</b>	\$103.00	\$103.00
<b>Health &amp; Human Sciences</b>	\$71.00	\$74.50
<b>Intra-University Option</b>	\$38.50	\$40.00
<b>Liberal Arts</b>	\$57.30	\$57.30
<b>Natural Sciences</b>	\$94.50	\$94.50
<b>Veterinary Medicine &amp; Biomedical Sciences</b>	\$90.00	\$90.00
<b>Walter Scott, Jr. College of Engineering</b>	\$170.00	\$170.00
<b>Warner College of Natural Resources</b>	\$94.50	\$94.50

**Notes:**

<sup>1</sup>Resident and non-resident students pay the same Charge.

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

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

<sup>4</sup>Only the Colleges of Health and Human Sciences and Business assess their Charges during the summer session.

## **2. Academic Year 2018-2019 (FY19) Charges for Technology Budget Summary**

College Charges for Technology budgets for FY19 are provided in the table below.

<b>College/Unit</b>	<b>FY 18 Carry- Forward into FY 19</b>	<b>FY 19 Projected Revenue</b>	<b>FY 19 Projected Expenses</b>	<b>FY 20 Projected Carry- Forward</b>
<b>Intra-University</b>	\$7,488	\$165,957	\$166,262	\$7,183
<b>Agricultural Sciences</b>	\$42,934	\$258,683	\$296,579	\$5,038
<b>Business</b>	\$137,030	\$516,306	\$489,764	\$163,572
<b>Health &amp; Human Sciences</b>	\$106,073	\$693,691	\$789,425	\$10,339
<b>Liberal Arts</b>	\$43,894	\$472,000	\$450,894	\$65,000
<b>Natural Sciences</b>	\$322,755	\$702,200	\$1,002,955	\$22,000
<b>Veterinary Medicine</b>	\$27,045	\$149,445	\$145,121	\$31,369
<b>Walter Scott, Jr. College of Engineering</b>	\$487,531	\$1,004,620	\$1,286,596	\$205,555
<b>Warner College of Natural Resources</b>	\$48,751	\$323,838	\$356,916	\$15,673
<b>Assistive Technology Resource Center</b>	\$1,280	\$31,641 <sup>1</sup>	\$31,567 <sup>1</sup>	\$1,354
<b>Totals</b>	<b>\$1,224,781</b>	<b>\$4,286,740</b>	<b>\$4,984,512</b>	<b>\$527,083</b>

**Note:**

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

### **2.1 Rationale for Significant Carryover from FY 18 into FY 19**

The total carryover for all colleges from FY18 into FY19 was \$1,224,781. This carryover amount represents a combination of carryforward for large, special projects, changes in expected pricing, and invoices not clearing before the June 30<sup>th</sup> deadline.

Engineering, Natural Sciences, Health & Human Sciences and Business had the largest carryover amounts, representing 86% of the carryover total. Engineering replaced major systems infrastructure, conducted major software upgrades, and effected lab improvements which required a significant carryover into FY19. Natural Sciences used its carryover to help equip the new Biology building with essential computing infrastructure that was provided over the late summer months. Warner College of Natural Resources carryover into FY19 was used for instructional technology in classrooms for the new addition to the Michael Smith Natural Resources building. Business had summer projects including Rockwell Room 37 data cable

installation, new display in Rockwell-North, infrastructure for new printers in Rockwell-West, and interactive wayfinding.

## **2.2 Significant Carryforward from FY19 into FY20**

The total anticipated carryforward for all colleges from FY19 into FY20 is projected to be \$527,083. The carryforward represents funding for special, targeted projects and purchases that will take place over the summer semester extending beyond the end of the fiscal year. More details are provided below for the colleges with the largest carryover projections.

Business – Requests a carryforward of \$160,000 for refresh projects in various classrooms in Rockwell.

- \$78,000 Classroom 37 PC Refresh
- \$42,000 Classroom 38 PC Refresh
- \$30,000 Classroom 101 PC Refresh

Engineering – Requests a carryforward of \$205,555 for the following:

- \$60,000 has been set aside by the Engineering Student Technology Committee to provide technology for a new senior design space that is in the planning stages but on hold waiting for a decision on the Glover building re-build.
- \$52,000 is a Mechanical Engineering department allocation. This department will be spending it summer of 2019 on a waterjet cutter, welding equipment for senior design, student computers, data acquisition hardware for teaching laboratories and a water tunnel replacement.
- \$10,000 as part of a \$50,000 automated testing station for integrated photonics chips for the ECE580B6 class within the department of Electrical and Computer Engineering. This will be spent as soon as the cost share is available.
- \$83,555 is funds allocated to the student portion of computing infrastructure and if not spent by June 30, 2019, will be spend during the summer to include network upgrades, virtual classroom and compute server upgrades and a remodel of the Magellan Computer Lab.

Liberal Arts – Requests a carryforward amount of \$65,000 for lab upgrades over the summer

The total of all carryover requests into FY20 is much less than was carried over into FY19, representing about thirteen percent of the total projected CFT revenue.

# Charges for Technology Manual

## Colorado State University

March 2019

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### Rationale for Charges for Technology

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

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

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

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

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

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

## **Revenue**

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

## **Strategic Planning within Each College and throughout the University**

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

## **University Charges for Technology (UCFT) Committee**

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

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

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

### **Establishment of a College Technology Committee**

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

### **Responsibilities of the College Technology Committee**

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

### **Continuation of Charges for Technology**

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

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

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

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

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

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

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

### **Distribution of Funds**

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

### **Refunds**

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

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

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



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

### **Proposal for Expenditures**

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

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

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

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

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



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

### **Allowable Uses of Funds**

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

#### 1. Student hourly compensation

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

#### 2. Non-Student employee compensation

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

#### 3. Examples of allowable purchases of computer hardware and software

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

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

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

#### 4. Examples of allowable purchases of other instructional equipment

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

#### 5. Examples of allowed purchases of laboratory and other supplies

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

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

## 6. Maintenance

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

## 7. Furnishings

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

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

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

### **Non-Allowable Uses of Funds**

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

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

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

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

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

### **Basis of the Charges for Technology for Undergraduate Students**

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

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

### **Basis of the Charges for Technology for Graduate Students**

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

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

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

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

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

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

### **Format for the Annual Charges for Technology Report**

The information requested for the report includes:

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

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

### **Responsibility for this Document**

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

## Appendix A

### Schedule of Charges for Technology per Semester Effective as of July 1, 2019

<b>College/Program</b>	<b>Undergrad.</b>	<b>Grad.</b>	<b>Summer</b>
College of Agricultural Sciences	\$86.15	\$86.15	No
College of Business	\$103.00	\$103.00	Yes
College of Health and Human Sciences	\$74.50	\$74.50	Yes
Intra-University Option	\$40.00	N/A	No
College of Liberal Arts	\$57.30	\$57.30	No
College of Natural Sciences	\$94.50	\$0	No
Walter Scott, Jr. College of Engineering	\$170.00	\$170.00	No
Warner College of Natural Resources	\$94.50	\$94.50	No
College of Veterinary Medicine and Biomedical Sciences	\$90.00	\$0	No

Colleges may assess charges for technology to summer students.

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

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

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

# FY 2020 Room and Board Rates

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University

Board of Governors Meeting - May 7-8, 2019

COLORADO STATE UNIVERSITY  
HOUSING SYSTEM  
RESIDENCE HALL PROPOSED SEMESTER RATES  
FOR ACADEMIC YEAR 2019-20

<u>ROOM TYPE AND RESIDENCE HALL</u> <sup>1</sup>	2018-19 Approved Rate	2019-20 Proposed Change	2019-20 Proposed Rate	Percent Change
Community Style Double (Allison, Edwards, Newsom, Durward, Ingersoll, Westfall) & Towers triple	\$2,873	\$115	\$2,988	4.0%
Community Style Double (Laurel Village)	\$3,161	\$126	\$3,287	4.0%
Suite Style Double (Braiden, Corbett, Parmelee)	\$3,368	\$135	\$3,503	4.0%
Community Style Designed Single (Durward, Westfall)	\$3,600	\$144	\$3,744	4.0%
Suite Style Double (Summit, Parmelee/Braiden 4th Floor Loft)	\$3,692	\$148	\$3,840	4.0%
Suite Style Double w/ Private Bath (AV or LV)	\$3,790	\$152	\$3,942	4.0%
Suite Style Double in Quad w/ Private Bath (AV)	\$3,790	\$152	\$3,942	4.0%
Suite Designed Single (Corbett, Braiden, Parmelee)	\$3,790	\$152	\$3,942	4.0%
Community Style Single (LV)	\$3,960	\$158	\$4,118	4.0%
Suite Style Single (Summit, LV, Parm/Braiden 4th floor)	\$4,723	\$189	\$4,912	4.0%
Suite Style Single w/ Private Bath (AV or LV)	\$4,942	\$198	\$5,140	4.0%
Community Style Double Corner (Durward, Westfall)	\$3,717	\$0	n/a	
Additional charge for Double as Single	\$750	\$250	\$1,000	33.3%
Additional charge for Triple as Double	\$300	\$200	\$500	66.7%

<u>Dining Services Meal Options</u> <sup>2</sup>	2018-19 Approved Rate	2019-20 RamCash	2019-20 Proposed Rate	Meal Plan Only % Incr
Any 21	\$3,109	\$150	\$3,227	4.0%
Any 14	\$2,845	\$150	\$2,953	4.0%
Any 10	\$2,346	\$150	\$2,434	4.0%
U Plan for upperclass residents - 5 meals per week	\$1,370	\$150	\$1,419	4.0%

<u>CSU Mountain Campus Summer Sessions</u> <sup>3</sup>	2018-19 Approved Rate	2019-20 Proposed Change	2019-20 Proposed Rate	Percent Change
Student Room & Board (NR220 26 days)	\$1,040	\$31	\$1,071	3.0%
Student Room & Board (F230 - 12 days)	\$480	\$14	\$494	2.9%

<sup>1</sup> Starting in FY20, the rate includes free use of washing machines and clothes dryers.

<sup>2</sup> The percent change is calculated on the increase in the meal plan rate excluding the \$150 of RamCash that is included.

The Any 21 meal plan can be upgraded to an any meal, any time (up to 12 meals per day) for \$340 per semester.

$\$3,109 - \$150 = \$2,959$ ;  $\$2,959 \times 1.04 = \$3,077$ ;  $\$3,077 + \$150 = \$3,227$

<sup>3</sup> Additional academic courses will be charged the same daily rate.

Rates do not include campus service fee for technology and laundry.



Colorado State University  
Board of Governors Meeting - May 7-8, 2019

COLORADO STATE UNIVERSITY  
HOUSING SYSTEM  
APARTMENT PROPOSED MONTHLY RATES  
FOR ACADEMIC YEAR 2019-20

<u>APARTMENTS</u> <sup>1</sup>	2018-19	2019-20	
	<u>Approved Rate</u>	<u>Proposed Rate</u>	<u>Percent Change</u>
<u>Single Student Apartments</u>			
Aggie Village studio	\$1,040	\$1,060	1.9%
Aggie Village 1-bedroom	\$1,135	\$1,150	1.3%
Aggie Village 2-bedroom	\$790	\$795	0.6%
Aggie Village 2-bedroom shared by 4	\$420	\$435	3.6%
Aggie Village 3-bedroom	\$720	\$730	1.4%
Aggie Village 4-bedroom	\$710	\$720	1.4%
Aggie Village South 2-bedroom share	\$585	\$620	6.0%
International House 1-bedroom	\$825	\$875	6.1%
International House 2-bedroom	\$1,160	\$1,240	6.9%
International House 2-bedroom share	\$585	\$620	6.0%
University Village @ 1500 2-bedroom share	\$550	\$585	6.4%
University Village @ 1500 2-bedroom share <sup>2</sup>	\$585	\$620	6.0%
University Village @ 1600 2-bedroom share	\$585	\$620	6.0%
University Village @ 1600 2-bedroom share <sup>2</sup>	\$640	\$680	6.3%
<u>Student Family Apartments</u>			
Aggie Village South 2-bedroom	\$815	\$840	3.1%
University Village @ 1500 2-bedroom	\$825	\$850	3.0%
University Village @ 1600 2-bedroom	\$970	\$1,000	3.1%
University Village @ 1600 3-bedroom	\$1,080	\$1,115	3.2%
University Village @ 1700 2-bedroom	\$1,010	\$1,040	3.0%
University Village @ 1700 3-bedroom	\$1,135	\$1,170	3.1%

<sup>1</sup> Apartment rates include utilities, internet and free use of washing machines and clothes dryers.

<sup>2</sup> Rate for the larger bedroom in the apartment.



**COLORADO STATE UNIVERSITY-PUEBLO  
HOUSING SYSTEM  
RESIDENCE HALL PROPOSED RATES PER SEMESTER  
FOR ACADEMIC YEAR 2019-20**

	2018-19 Approved Rate	Proposed Changes	2019-20 Proposed Rate	Percent Change
<b><u>RESIDENCE HALLS &amp; APARTMENTS</u></b>				
<b>Crestone, Culebra and Greenhorn Halls<sup>1</sup></b>				
Shared Bedroom - Semi Suite / Double with Shared	\$2,980	\$70	\$3,050	2.3%
Shared Bedroom -Triple with Shared	\$2,000	\$50	\$2,050	2.5%
Shared Bedroom - Triple with Private	\$2,230	\$70	\$2,300	3.1%
Shared Bedroom - Triple (Small) with Private			\$2,050	
Shared Double (small) / Single with One Bath	\$3,925	\$70	\$3,995	1.8%
Shared Bedroom Suite / Double with One Bath	\$3,400	\$100	\$3,500	2.9%
Private Bedroom Suite / Single with Shared Bath	\$3,800	\$100	\$3,900	2.6%
<b>UVWS Apartments<sup>1</sup></b>				
Private bedroom	\$3,065	\$85	\$3,150	2.8%
Shared bedroom	\$2,000	\$55	\$2,055	2.8%
<b><u>DINING SERVICE MEAL PLAN OPTIONS</u></b>				
Unlimited	\$2,255	\$65	\$2,320	2.9%
17 Meals + \$50	\$2,030	\$60	\$2,090	3.0%
14 Meals + \$110	\$2,030	\$60	\$2,090	3.0%
12 Meals + \$150	\$2,030	\$60	\$2,090	3.0%
10 Meals + \$100 <sup>2</sup>	\$1,308	\$39	\$1,347	3.0%
<b><u>Meal Blocks / meals with Dining Dollars<sup>3</sup></u></b>				
10 meals + \$25	\$100	\$5	\$105	5.0%
25 meals + \$50	\$236	\$12	\$248	5.1%
50 meals + \$100	\$471	\$23	\$494	4.9%
<b><u>Dining Dollar Plans<sup>4</sup></u></b>				
Plan 1	\$500		\$500	0.0%
Plan 2	\$1,000		\$1,000	0.0%

<sup>2</sup> Plan is available to upper class residents.

<sup>3</sup> Plans are available to commuter students.

<sup>4</sup> Plans are available to both upper class resident and commuter students.

# FY 2020 Cost of Attendance

COLORADO STATE UNIVERSITY SYSTEM

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



Colorado State University  
Board of Governors Finance Meeting - May 7-8, 2019  
Final

### Cost of Attendance

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

	Base Resident Tuition (Student Share) <sup>1</sup>	Mandatory Student Fees <sup>2</sup>	Room and Board Charge <sup>3</sup>	TOTAL	Increased cost over prior year	
					Cost	Percentage
<b>FY2019-20 Proposed</b>	\$9,426	\$2,351	\$12,912	\$24,689	\$556	2.3%

<b>FY2018-19 and Prior Tuition and Fees</b>					Cost	Percentage
Actual FY2018-19	\$9,426	\$2,281	\$12,426	\$24,133	\$764	3.3%
Actual FY2017-18	\$9,152	\$2,243	\$11,974	\$23,369	\$808	3.6%
Actual FY2016-17	\$8,716	\$2,211	\$11,634	\$22,561	\$823	3.8%
Actual FY2015-16	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
Actual FY2014-15	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
Actual FY2013-14	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%

<sup>1</sup> Base Tuition, Student portion only - does not include differential tuition charges.

<sup>2</sup> Mandatory Fees include General Fees, the University Technology Fee, University Facilities Fee and Alternative Transportation Fee.

<sup>3</sup> Housing based on a "Suite Style Double (Braiden, Corbett, Parmelee)" room and "Any 14" Meal Plan.



## FY 2018-19

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

CSU-Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
<b>FY 2019-2020 Proposed</b>	<b>\$6,349</b>	<b>\$2,058</b>	<b>\$10,280</b>	<b>\$18,687</b>	<b>\$340</b>	<b>1.9%</b>
FY 2018-2019	\$6,349	\$1,978	\$10,020	\$18,347	\$505	2.8%
FY 2017-2018	\$6,164	\$1,908	\$9,770	\$17,842	\$741	4.3%
FY 2016-2017	\$5,815	\$1,800	\$9,486	\$17,101	\$790	4.8%
FY 2015-2016	\$5,489	\$1,698	\$9,124	\$16,311	\$499	3.2%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%

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

# FY 2020-2021 Capital Construction Project Lists

COLORADO STATE UNIVERSITY SYSTEM

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



3/22/2019

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

Priority	Funding	Project Name	Prior Funding	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	Total Project Cost	BOG Program Plan APPROVAL
1	State CCF	Shepardson Renovation and Addition-final phase	\$18,009,923	\$16,584,745					\$43,594,668	5/17
	Cash		\$9,000,000							
2	State CCF	Anatomy-Zoology East		\$14,042,424					\$17,553,030	10/17
	Cash	Revitalization		\$3,510,606						
3	State CCF	Chemistry B&C wing		\$22,175,456					\$27,719,320	10/17
	Cash		Revitalization		\$5,543,864					
	State CCF	NWC COP debt service	\$16,570,927	\$18,696,574	\$19,069,368	\$18,097,791	\$18,096,915	\$18,097,517	\$108,629,092	
	Cash									
	State CCF	Glover Building Replacement Ph 1			\$33,550,300				\$68,470,000	pending
	Cash				\$34,919,700					
	State CCF	Clark A wing revitalization and Addition			\$27,157,270				\$55,423,000	pending
	Cash				\$28,265,730					
	State CCF	Main Campus infrastructure upgrades				\$12,800,858			\$26,124,200	pending
	Cash					\$13,323,342				
	State CCF	Physiology Building Replacement					\$35,532,840		\$72,516,000	pending
	Cash						\$36,983,160			
	State CCF	Engineering Research Center Renovation						\$27,300,000	\$27,300,000	pending
	Cash									
	State CCF	San Luis Valley Research Station				\$7,875,000			\$7,875,000	pending
	Cash									
	State CCF	ARDEC Infrastructure				\$18,000,000			\$18,000,000	pending
	Cash									
	State CCF	Education Building Revitalization						\$24,255,000	\$24,255,000	pending
	Cash									
	State CCF	District Heating Plant #1 Replacement-2 phases				\$21,000,000	\$21,000,000		\$42,000,000	pending
	Cash									
	<b>Total State CCF</b>		\$18,009,923	\$52,802,625	\$60,707,570	\$59,675,858	\$56,532,840	\$51,555,000	<b>\$281,273,893</b>	
	<b>Total Cash</b>		\$9,000,000	\$9,054,470	\$63,185,430	\$13,323,342	\$36,983,160	\$0	<b>\$122,546,402</b>	
	<b>Total NWC COP</b>		\$16,570,927	\$18,696,574	\$19,069,368	\$18,097,791	\$18,096,915	\$18,097,517	<b>\$92,058,165</b>	
	<b>Total 5 year plan</b>								<b>\$495,878,460</b>	



**CSU-Pueblo 2019-20 Draft 5-Year Capital Construction Plan**

Priority	Funding	Project Name	Prior Funding	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	Total State Funds	Total Cash Funds	Total Project Cost
1	State Cash	Technology Building Renovation & Addition		\$16,434,000 \$166,000					\$16,434,000	\$166,000	\$16,600,000
2	State Cash	Art/Music Building Renovation & Addition			\$18,315,000 \$185,000				\$18,315,000	\$185,000	\$18,500,000
3	State Cash	Administration Building Renovation & Addition				\$15,345,000 \$155,000			\$15,345,000	\$155,000	\$15,500,000
4	State Cash	Facilities Management Building Renovation & Addition					\$15,345,000 \$155,000		\$15,345,000	\$155,000	\$15,500,000



# Section 4

## *Colorado State University Reports*

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



# Syron-Sullivan Board of Governor's Report

as of April 25, 2019

## LETTER FROM THE PRESIDENT

It has been the honor of my life to serve as Student Body President. I'm proud of the accomplishments of our team. We ran on the idea that students deserved more, and promised our community that we would "Set the Standard". I believe we have raised the bar, and the impact demonstrates that. I believe we've laid the ground work for continued progress on all our initiatives. I hope with continued momentum, the next administration can finish our efforts around U+2, the notes bank, environmental initiatives and more. At the end of this report is all the PowerPoints for proposals we made this semester. Above all else I want to thank everyone I worked with for their continued support and respect of shared governance. Additionally, I want to thank the cabinet of ASCSU, for everything we did, was solely a result of their hard work and creativity. I can proudly say - the Standard has been Set.

"I'm a success today because I had a friend who believed in me and I didn't have the heart to let him down."

-Abraham Lincoln

### U+2 PROGRESS:

This one didn't get finished, but it is closer than ever. For the first time, the Coloradoan had a section on where the candidates stood on U+2 for their voter guide. We sent every candidate a questionnaire to find out their stance on reform and advertised their responses to the public. We set up a link on the website for all U+2 related information educating the students and residents of Fort Collins. Community Affairs Director Rosenthal through his leadership has put President Elect in the perfect position to continue the efforts on reform. We hired a messaging firm to help assist us and the new administration with achieving reform. We believe our efforts this year will lead to a vote of reform in November.

### SAME DAY PARTY REGISTRATION:

We presented our proposal for Same Day Party Registration and got a vote of the committee to pursue the change. There are some contingencies around technology that must be confirmed first, however, the group voted to pursue this change. We believe it will take about a year to do a trial run, but the future is looking bright and we believe this committee will stick to its word and accomplish this task. The end result will be less tickets, more party-smart training, and better student-neighbor relations.

NOISE TICKETS AND RESTORATIVE JUSTICE:

We compiled our research and suggestions into a final Power-Point proposal. We have meetings set up or being scheduled with the city attorney, lead of prosecution, and the Mayor. We believe we will present the change to city council before the end of this term. If successful, about 100 students a year will be spared a criminal record after graduation, and instead will learn how to undue the harm done to their community.

TAILGATING:

We had a successful year and attached to this report is our 7-Year Plan which highlights marketing towards first-year students and New Alumni. Tailgating has seen an estimated 1000% increase in attendance this year, from 300 students to 3,500 students. Following the guidelines our team outlined, we should see substantial growth into the next year.

NOTES BANK:

We have our final Power Point proposal attached to this report. There will be some edits, however faculty council voted to not have us present. While we strongly disagree with this decision, we hope the incoming administration continues the efforts to establish what the Vet. School has already implemented. We have two options moving forward: pursue a database of student notes available on the ASCSU page for any class with rating based searches, or pursue a “notes” section on canvas where students can share notes within the given class. Allowing faculty the ability to monitor the notes, as discussed in faculty meetings. The notes section on canvas, we believe, is more viable in accordance with the “shared governance principle.” PowerPoint presentation is attached.

OTHER ACCOMPLISHMENTS AND PROGRESS:

The Victim Assistance Team posters are in their final rough draft and will be sent to WGAC for final approval beginning in May. Our environmental module has a rough outline and will continue to make progress next semester. Our team, with the help of SLiCE, secured a contract with the food shelter making it possible to secure food for our pocket pantries far below wholesale value. Per dollar, we’ll be making the largest impact for food insecurity ASCSU has ever seen.

## U+2 POLICY GUIDELINES:

### Policy Guidelines for Fort Collins Housing Ordinance:

We, the undersigned, believe that the housing crisis in Fort Collins demands redress and ask that the City Council of Fort Collins amend the occupancy ordinance known as U+2 to allow for “right size housing”.

Right size housing means that all available bedrooms in homes for rent may be utilized to maximize the stock of available housing in the city and bring down costs. We ask that City Council work with the community and draft, vote on, and pass legislation that provides access and affordability to the students of CSU and all Fort Collins renters.

### REASONING BEHIND THESE POLICY GUIDELINES

Available housing and increased costs have resulted in a housing crisis in Fort Collins that impacts more than just students. The U+2 ordinance is, at least in great part, causing this crisis. We can devise a solution that will positively impact our community (college affordability, local business benefits, economy growth, etc.) and address neighborhood quality; the two need not be mutually exclusive.

### GUIDELINES FOR A NEW POLICY

We believe in “right-size” housing which includes;

1. A student in every code-abiding room (windows, proper fire escapes, etc.)
2. A one-size fits all law, in which all residents can optimally use their housing stock.
3. No waivers or excessive barriers to entry
4. No fines, dues, or payments to the city for code inspection (clarity needed here)
5. Any house listed on a real-estate website as having “x” rooms will be allowed “x” occupants without city inspection or prior approval.

Any revision of U+2 should not turn into a “re-vamped” waiver that requires inspections, code enforcement, forms, and more to be considered for more than three unrelated occupants. We assert that any house built with, or that has an addition to include, a number of bedrooms should be able to have that number of occupants.

### RESISTANCE TO PROPOSED CHANGES AND POSSIBLE COUNTERS

After many meetings with key players in the city and neighborhood, we’ve established a short list of hesitations in our policy guidelines.

1. Parking. Parking was the number one complaint listed by the Corona insight survey. Residents believe that U+2 is preventing “inappropriate parking”. The Mayor wants to see the revision include requirements for available parking.

a. ASCSU believes that these requirements would inevitably lead to city inspections and waivers, which require time for appointments, fees for filing, and other burdensome barriers which have made the initial waiver form that exists today underutilized. While we believe that such a code could be written, we would want the cost and burden of inspections to fall on the city- not the landlord or tenants.

2. Unsafe Housing. Many members of the City Council, specifically Kristin Stephens and Ross Cunniff, believe that opening up the housing ordinance would lead to over occupancy in the form of residents living in rooms like garages and laundry rooms. They believe that a lack of enforcement would lead to unsafe and dangerous over occupancy of a unit.

a. ASCSU doesn't want "free for all" housing either. We believe we can use city records to indicate which houses were built with bedrooms and which units had additions to include more. We believe Code enforcement could act in a similar manner as they do now and investigate units they believe to be living "dangerously".

3. Waivers. Many members of the community would like to see an addition of the waiver system

a. ASCSU won't support minimal change that results in little to no impact.

4. Neighborhood Quality. Many residents believe U+2 helps ensure neighborhood quality

a. 2/3 of reporting incidents end up not being in violation. This is a false correlation. ASCSU is more than willing to discuss ways to increase neighborhood quality through messaging to students.

POWERPOINT SLIDES:

SAME DAY PARTY REGISTRATION:



## Party Smart

- ▶ Video explaining the Party tips
- ▶ Quiz after video to ensure retention of material
- ▶ Interactive, Quizzes after each section of video



3

## Same-Day Everyday

- ▶ Customers can register their party until 4:00pm on the day of their party
  - ▶ First time users must go into the Off-Campus Life office
  - ▶ Customers with an account can register online
- ▶ After 4:00pm an excel spreadsheet is compiled and sent to dispatch automatically.
- ▶ As calls come in dispatch references the list and issues a warning if the address is registered.



4

## Marketing Plan

- ▶ Student government support
- ▶ Website/ flyer updates
- ▶ Intense outreach



5



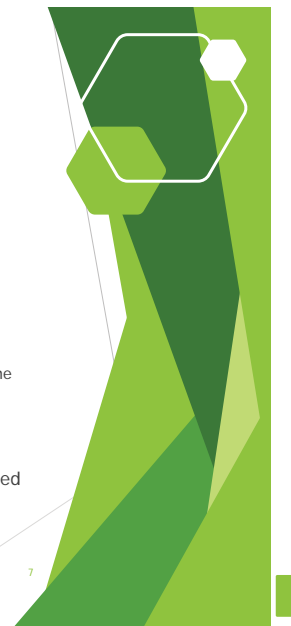
## Current Process

1. Account created
  - ▶ Party registration program
  - ▶ Party Smart process
2. Off Campus Life
  - ▶ Confirm parties with customers
  - ▶ Create party list and maps
  - ▶ Send to police and dispatch
3. Dispatch
  - ▶ Receive and enter list into CAD
  - ▶ If complaint comes in for an address on the list, the customer is notified
  - ▶ If second complaint is received the police are notified
4. Police
  - ▶ Police arrive and assess the situation
  - ▶ They can ticket, arrest, give warning, etc. If complaint comes in for an address on the list, the customer is notified
5. Post Party
  - ▶ List of citations is sent to Off-Campus Life and cross-referenced
  - ▶ Addresses with citations go on "do not register list"
  - ▶ Customer is notified

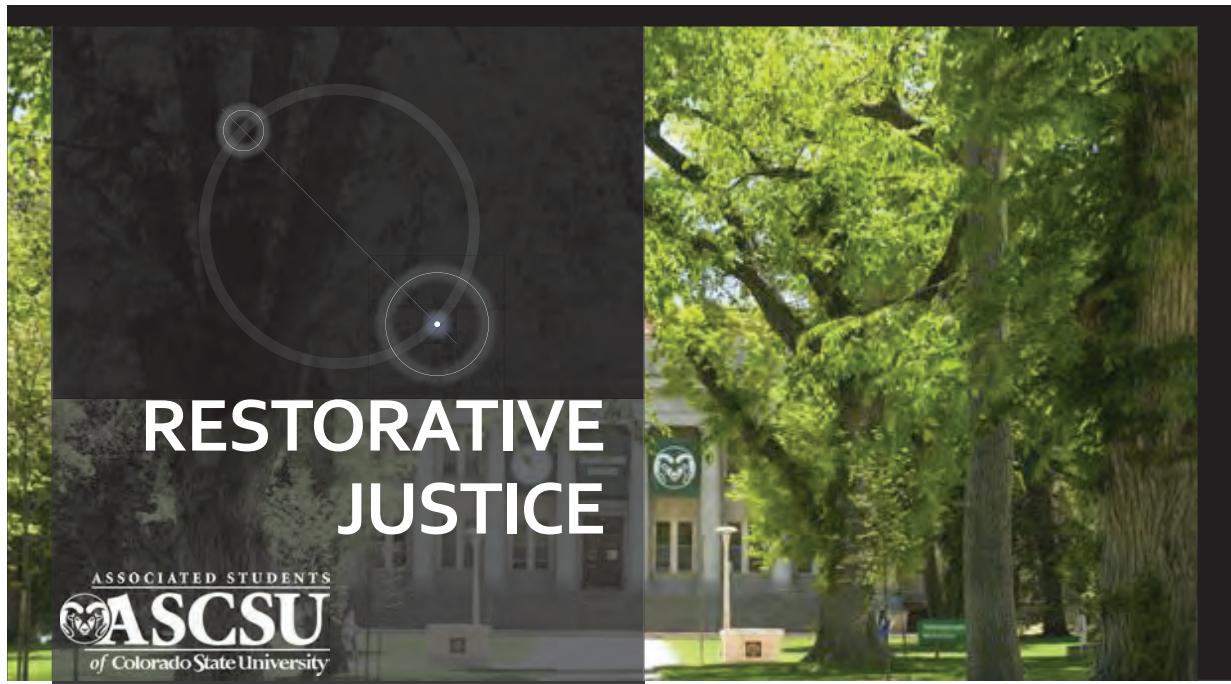


## Proposed Process

- ▶ Automate everything.
  - ▶ Dispatch receives registration generated by website
  - ▶ Maps of power generated by website
  - ▶ Enter all violation on the " front end"
    - ▶ Closing the "loop whole"
    - ▶ Currently, student can receive a ticket for party not registered, and register a party the next week. This would close this possibility.
      - ▶ Enhancing accountability to long term residents.
  - ▶ With automation of website, same day party registration is possible
  - ▶ It enables the human capital focused on manually entering information to be used elsewhere
    - ▶ A double victory







ASSOCIATED STUDENTS  
**ASCSU**  
of Colorado State University

## OBJECTIVE

- Implement a Restorative Justice (RJ) approach to improve the quality of life in Fort Collins' neighborhoods and save students from criminal records.
- Encourage Fort Collins Municipal Court to accept CSU RJ for students with misdemeanor noise or nuisance violation charges.

page 2



SOLUTION

HOW?




- Studying Restorative Justice models at other universities and cities throughout the country.
- Proving that restorative justice is a more effective approach than the traditional punitive focused approaches.

page 3

## The Problem


### CSU "PARTY SCENE"

In 2018....




76

Gatherings



52


Citations for unreasonable noise



30

Citations for nuisance gatherings

The difference between the number of citations and gatherings is because in 3 instances, multiple residents of that particular residence were cited (Mike Katz, Student Conduct Services).



page 4

## Current Process



Citation

Community members receive a noise citation



Court

Most plead guilty in City Courts



Fine

Pay a significant fine



Criminal Record

Misdemeanor which affects professional and educational future



Is there a better solution?

page 5

## Colorado University's Approach : Noise and Nuisance



In 2006, Boulder Municipal Courts were overwhelmed with student cases and were relying on the Community Accountability Board. They approached CU seeking assistance.

Students receiving charges appeared in Court every Wednesday. Each Wednesday, a representative from the University is present to provide students with the option to use the school's Restorative Justice program.

page 6

## Colorado State University's Approach : Restorative Justice Model

CSU has an impressive restorative justice department and has experienced success in other criminal charges dropped against students. However, there is no system in place to serve those with noise or nuisance gathering charges.

The Fort Collins Court has a good relationship with CSU's RJ program and will often be flexible with students that have the University on their side.

- 68% of cases dismissed if referred to CSU RJ prior to court date.



page 7

## PROPOSAL

- City attorneys review all noise related cases eligible for RJ process, with an emphasis on first time offenders. It would be up to the discretion of the courts to refer other applicable cases.
- Offender then complete RJ process and related workshops and requirements.



page 8

# PROPOSAL

“Undoing the harm done to society”

- Offender schedules time to meet with RJ
- Offender completes the University’s Party Partners Workshop
- Offender completes 10 hours of community service
- Offender writes a reflection paper (minimum one page)
- CSU RJ confirms that all requirements have been met and provide the offender with a certification or form of completion
- Court date is set, student attends to show judge completed paperwork, charge is dropped

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## DOES IT WORK?

DATA FROM THE CITY OF BOULDER AND  
THE UNIVERSITY OF COLORADO

### • Impact Circles

- Started implementing the impact circle model in 2013-2014
- Hold 4-5 students of the same offense in a group conference. Would tape facilitations for students who couldn’t make it.
- Referred to as Restorative “Practice” not justice
- 519 cases last year, 80 of which were for noise (2017-2018)

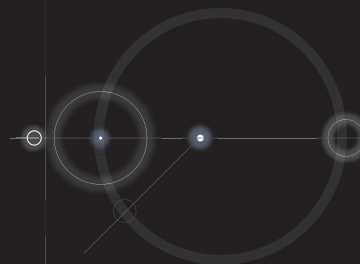
### • Recidivism

- 5% recidivism rate for CU RJ participants

page 10

“Our recidivism rates for noise violations from college students is very low, in the single digits. This fall I don’t believe we have had a single college student get charged multiple times for noise violations. Because we aren’t seeing the same people time and time again, but really just once—I strongly believe that the restorative justice program helps people change their behavior.” – Chris Reynolds, Attorney

“100% of the police officers who have worked with CSU’s RJ program believe it is an effective process.” – Brooke Wichmann, Assistant Director of Conflict Resolution at CSU



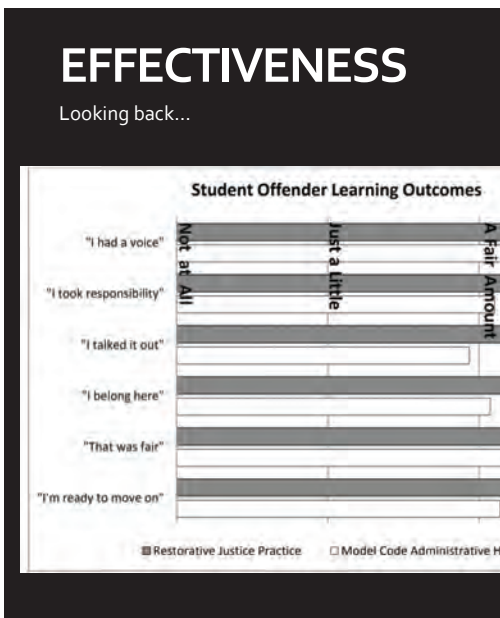
## TESTIMONIES

page 11



After reviewing recidivism between 2000 and 2003, of 163 juveniles, they found 27.7% of those referred to traditional court processing after a 6-month period had a new official contact with police compared to 12.8% of those referred to the restorative justice processing (Bergseth & Bouffard, 2007).

These differences were also significant among the one, two, and three year follow-up groups, when 35.5, 42.1, and 45.5 percent of youth referred to traditional juvenile court experienced new official police contacts but only 19.5, 26.7, and 29.6 percent of youth referred to restorative processing had. (Bergseth & Bouffard, 2007).



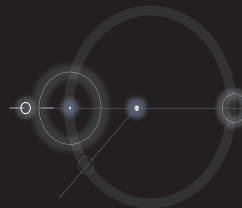
"Using multiple regression to control for a variety of influences, we determined that the type of conduct process used is the single most influential factor in student learning. We consistently found restorative justice practices have a greater impact on student learning than model code hearings. On all six student development measures, the only item that consistently helped to explain the variance observed in reported learning was the disciplinary process—model code vs. restorative justice. Students who engaged in restorative practices reported more learning on all six scales." -David R. Karp, Ph.D., Casey Sacks, Ph.D.

## OUR ASK

- Based on the idea that the proposed process would begin to teach violators the harm done to the community, and begin to heal a deep divide in the community, we ask that, the Fort Collins City Courts recognize CSU's Restorative Justice Program in respect to noise and nuisance charges.
- And, that the City Council direct the City Attorney and staff to defer first time noise and nuisance gathering to the CSU restorative Justice program. After the completion of the program, the criminal misdemeanor is dropped from the charge



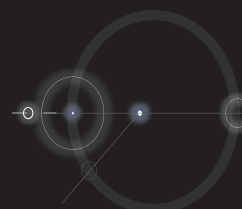
- The STARR Project - [http://www.skidmore.edu/campuslife/karp/Misc/STARR\\_for\\_LPR.pdf](http://www.skidmore.edu/campuslife/karp/Misc/STARR_for_LPR.pdf)
  - A paper published by researchers at Skidmore College arguing that Restorative Justice models are more effective approach to mediating punishment and resolution and should be implemented in University's across the country.
- "Although restorative justice practices have demonstrated positive findings in criminal justice settings (Sherman & Strang, 2007), this is the first study to examine its impact in college student conduct administration and on the learning outcomes for student offenders. The evidence provided here would support more widespread implementation of restorative justice, assuming that conduct officers are committed to evidence-based best practices in student development. We do not argue that restorative justice replace the model code, which remains especially important in adversarial cases where the student is denying responsibility for the alleged violation. But we do argue conduct officers are too singular in their implementation of model code practices, and many more cases could benefit from a restorative approach." -David R. Karp, Ph.D., Casey Sacks, Ph.D.



## RESEARCH AND ANALYSIS

page 15

- <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.491.2098&rep=rep1&type=pdf>
  - The Long-Term Impact of Restorative Justice Programming for Juvenile Offenders
  - (Bergseth & Bouffard, 2007).
- <https://scholarworks.uno.edu/cgi/viewcontent.cgi?article=3638&context=td>
  - Dissertation by Desiree Anderson
  - The Use of Campus Based Restorative Justice Practices to Address Incidents of Bias: Facilitators' Experiences
- [http://www.skidmore.edu/campuslife/karp/Misc/STARR\\_for\\_LPR.pdf](http://www.skidmore.edu/campuslife/karp/Misc/STARR_for_LPR.pdf)
  - The STARR Project
  - -David R. Karp, Ph.D., Casey Sacks, Ph.D.




## RESTORATIVE JUSTICE RESOURCES

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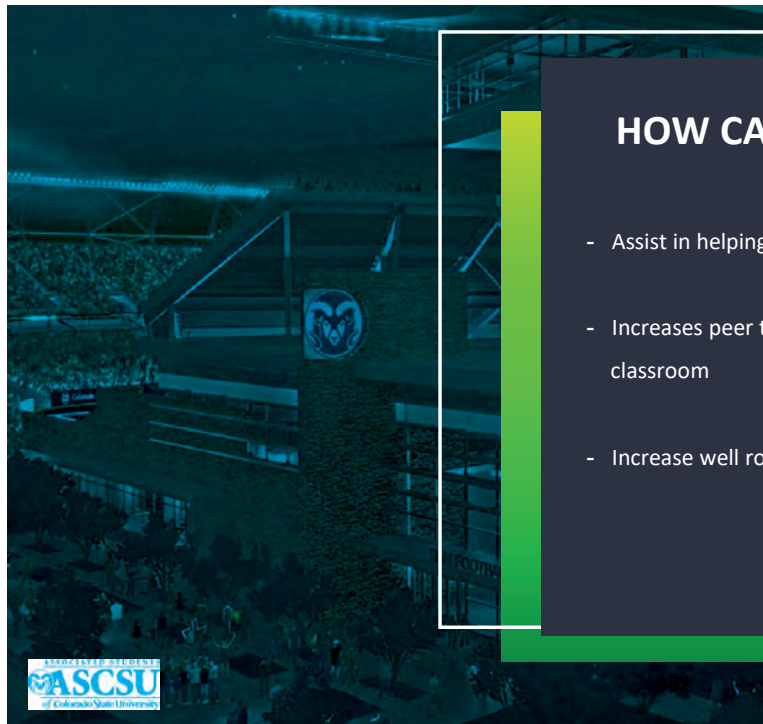
# THANK YOU

Questions? Comments? Concerns?

William Sharpe and Tristan Syron 


[ascsu\\_president@mail.colostate.edu](mailto:ascsu_president@mail.colostate.edu) 

[www.ascsu.com](http://www.ascsu.com) 



## HOW CAN THIS HELP STUDENTS?

- Assist in helping students to take better notes
- Increases peer to peer learning both inside and outside of the classroom
- Increase well rounded learning from class time




3



## HOW DOES THIS BENEFIT COLORADO STATE?

- It fills a need for students with University Excused Absences
- Uses a platform already used by Faculty on campus
- Usage can be up to faculty discretion





## WHERE WILL THE NOTES BANK BE?


- Canvas based platform
  - exclusive on class by class basis
  - only students registered in the class will have access
  - faculty have the ability to personally view everything that is submitted
- Faculty is already familiar with the canvas platform
- Canvas is eID protected

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### Minimum

- With minimum usage the faculty member only allows access to certain students with their documented reason for being absent. This ensures that the information is still kept away from the class population as a whole.



### Maximum

- All students have access to the notes and can post them whenever in order to increase peer to peer learning. This open format would give students more freedom to improve their learning on their own terms as well as to help out other students.

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6



## WE SET THE STANDARD

Although this is a new endeavor, as a leading university in not only this state, but this country we go above and beyond to make ourselves trailblazers.

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of Colorado State University

7



# The 7 Year Tailgating Plan

SYRON  
SULLIVAN





## Infrastructure

Creating strong infrastructure is the key to improving tailgating culture. Our motto this year was “build it and they will come.” With college students building it is rarely enough. We handed out hundreds of fliers, spoke at fraternity and sorority life chapter and leadership meetings, and distributed t-shirts advertising the student tailgate.

Moving forward, we as ASCSU plan on strengthening our relationship with the Athletics Department and learn from mistakes made this past year with student organization involvement. Contractual relationships with FSL (fraternity and sorority life) would create the structure needed to ensure the Greek Life community would feel comfortable attending. This would allow FSL to enforce policies according to their own rules in our space. We will also work closely with a variety of student organizations, including graduate students, to ensure an inclusive environment for all students. This will make tailgating a campus-wide event.

One way we plan on implementing this is through season long registration for all student organizations. This registration will allow designated areas to be chosen with a planned-out map of the specific tailgating location. The Moby Arena parking lot where the last tailgate took place this year is the best location on campus with regards to space, planning and accessibility. The 3,000+ students who attended the final tailgate at this location would agree.

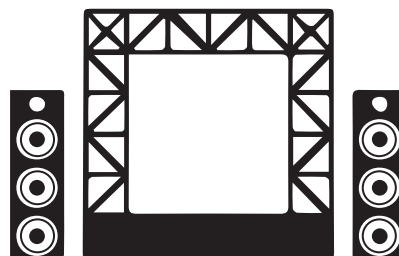
The location at Moby provides more space and a better layout to ensure the tailgates run smoothly. The location of the DJ stand and LCD screen provided by ASCSU is central and prominent in allowing students to be more engaged with the resources provided to them, such as food, water, portable toilets and trashcans.

The Moby parking lot is also easier for Colorado State Police Department to enforce.

Enforcement is something that can deter students from attending a tailgate. This is not to say tailgates should not be enforced but, rather overseen.

We as ASCSU members decided to attend a tailgate at the University of Georgia to evaluate their success. On our expedition to UGA we learned the term “behavior driven enforcement.” UGA police did not profile students as under 21 and give them MIP’s or conduct write-ups. They prioritized students who posed a risk to the safety of themselves or others. The inevitability about a college tailgate is that students are going to drink. It is difficult to create a fun tailgating environment surrounding Ram pride if students feel they are being scrutinized by police officers. Private security is a viable option as well if the CSUPD feels they cannot personally oversee tailgates of this capacity effectively.

We learned much more than police enforcement while visiting UGA on game day. We learned the most while standing on the steps of the UGA student center with the chief of police surrounded by alumni, prospective students, parents and community members enjoying game-day. The atmosphere of Georgia was electric because campus was not shut-down. We would like to see a similar game day experience at CSU. Imagine families setting up tents in Monfort quad, students and alumni enjoying the plaza where they either used to or still attend classes. This “culture” is something CSU aspires for but does not put effort into building it for them to come.



## Game Time

Once people are actually at the game, half the battle is done. The other half—is keeping them there. As any public speaker knows, engagement is key. If the audience is not engaged in a game that is a blow-out, what is keeping them from going home? Having videos of the football team encouraging fans to stay regardless of the outcome would not only boost interaction between average students and players, but it would break the fourth wall of the football game and catch the audience’s attention. Making games more about the experience rather than the outcome is what will keep people in their seats. For example, raffles, contests, kiss-cams and prizes for the funniest sign being held in the crowd. Marketing these “contests” over the next seven years would integrate them into the population of recently graduated student, current students, and prospective students. All of this combined would create another layer to a football game that is seen at most D1 schools. Creating it at CSU would remind people why they chose CSU and keep them excited to be a Ram Fan.

LET’S  
GO  
RAMS




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## Alumni Focus

When in Georgia, the largest population of people on UGA’s campus on game day were alumni. Whether they brought their kids or their college roommates, they were not going to miss the game for the world. The front range is full of CSU alumni and creating cheap, affordable areas for them to tailgate is key to them coming. As mentioned before, opening up the “iconic” parts of campus to game-day festivities would attract hundreds more alumni. Making it free would attract every person in Fort Collins. In Georgia, people show up at 4am with a tent, and can claim a space and it is yours for the day. If you can’t get a ticket to the game, you bring your TV and watch it on campus. This is something that could happen at CSU. Revenue from tailgating would still exist in the normal areas. With increased revenue from merchandise sales, concessions and the number of fans on campus would increase exponentially over the next seven years. Creating and following this plan could change CSU athletics forever. After all, loyal fans make great teams.



**ALUMNI**

## Culture

Culture does not change in a season. The goal of the 7-year plan is to create a culture at CSU around football. Not only will this attract more students, but it will keep first-year students excited about football beyond college and into being an alumni. First impressions are everything.

Focusing on first-year students when thinking about tailgating is imperative. Over the next seven years if this tailgating model is implemented, first-year students will be immediately integrated into the football culture. First year students arrive right as football season is kicking off and they are getting to know their Ram Welcome leaders. Why not have their first leaders at CSU take them to a tailgate the weekend after their first week of classes? This would allow for freshman to have a guide to their first tailgate and make it something they want to do over and over. Incentivizing Ram Welcome leaders with a concessions gift card to extend the program for one Saturday could change a first-year outlook on CSU game-day.

Providing first-year students with perks on game day would incentivize them to go to games.

“I’m going to the  
~~Tailgate~~  
game”

Things like a seat next to the band, shout-outs, features on the big screen of the “freshman section,” could change the culture of CSU football. Creating a culture where freshman and other students want to go to the student tailgate and attend the game should be the goal of the Athletics Department, let the current students tell you how to make it happen. In 7 years, off-campus tailgates with no regulation and large fines associated with them will be a thing of the past.

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**May 7-8 ,2019 Fort Collins, CO**

Faculty Council's work in March and April 2019 continued progress in the following areas:

- Tim Gallagher and Sue Doe will continue next year as Faculty Council chair and vice-chair. Stephanie Clemons, Professor, Department of Human Design and Merchandising, has been elected as the next Board of Governors Faculty Representative for CSU-Fort Collins. She is an extremely competent and informed faculty leader on campus on many initiatives, including the Provost's "first four weeks" student success initiative.
- Proposed sections and changes to E.6 General Policies Relating to Appointments and Employment of Faculty, E.11 Appeal of Early Termination of Contract Faculty Appointments, E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases, E 12.1 Teaching and Advising, E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments, E.17 Renewal of Tenure-Track Faculty Appointments, and I.8 Student Course Survey of the *Academic Faculty and Administrative Professional Manual*, were passed. Renumbering of sections will follow due to these new section additions.
- The Faculty Council passed the University Curriculum Committee's consent agenda both in March and April. These agendas include minor changes to courses and programs, and changes to experimental, AUCC/GT pathways, study abroad, new campus courses, new concentrations replacing standalone majors, and a new Professional Science Master's program in Biomanufacturing and Biotechnology from the Department of Chemical and Biological Engineering of the Walter Scott, Jr. College of Engineering.,
- Faculty are continuing to make progress in helping departments understand the multitude of options for teaching effectiveness evidence for students' learning and academic success, as the research finds the sole use of student course evaluations for teaching effectiveness evidence to be biased and inaccurate.

Other faculty developments include:

- Academic units' policy committees continue to make progress in changing college and department codes to accommodate the new faculty ranks and contract types as passed by Faculty Council. Each unit has a different history and context with regards to faculty responsibilities, so these discussions involve each department deciding on the elements of their new codes that are optimal for their discipline within the templates of the college codes and the guidance from Dan Bush, VP of Faculty Affairs. The hope is that all units will have voted to incorporate these changes by the end of summer 2019.
- The eSports task force has delivered their report to Rick Miranda, Provost, and Kelly Long, VP of Undergraduate Programs. They are recommending an eSports track within the Sports Management minor, as well as a "larger" interdisciplinary undergraduate degree called "digital worlds" or "augmented reality" which would address the new science and opportunities in many different industries which use these new



technologies for a variety of new applications. Further, Don Mykles and Margarita Lenk accompanied Amy Parsons, CSU System Executive Vice Chancellor and Becky Takeda-Tinker, president of CSU Global, to visit UC-Irvine's eSports programs, campus facilities, student engagement, scholarships, coaching, and fees. The research findings are being shared with Rick Miranda and communication of future initiatives will be provided soon.

The CSU- Fort Collins faculty are excited to welcome our new President this summer and to celebrate our CSU 150 year anniversary. We echo our commitment to an overt culture of shared governance. We are committed to CSU's continued excellence in the design and maintenance of successful academic programs that keep building our market differentiation brand in developing highly knowledgeable, critically thinking, inclusive and innovative problem solvers and leaders who have been mentored by the highest quality faculty. We are very proud of our history of student access, student involvement and engagement, and student success in world-class experiential education programs, outreach partnerships, and innovative extension resources. We believe that maintaining a priority focus on premier research faculty and facilities and optimal class sizes with high access to research faculty will guarantee the sustainability of our leadership in student success within the higher education marketplace.

Faculty Factoids: While it has been my complete pleasure to highlight the fabulous faculty factoids and accomplishments of my CSU colleagues during my terms as BoG representative, I am very happy to report that significant advances in our reporting cultures, in our Source publications, and in Digital Measures software reporting options, faculty accomplishments and awards in the areas of grants, research, teaching, mentoring, partnerships, outreach, and extension are now flowing with much greater ease and frequency to department chairs, to college deans, and to central administration. I therefore highlight this section of the CSU-Fort Collins' President's report and look forward to this section continuing with the new President!

It has been a tremendous honor and development opportunity to serve as the Board of Governors Faculty Representative for CSU Fort Collins. I greatly thank each one of you who has worked with me, mentored me and helped me to grow in my knowledge and effectiveness. I am and will always be in awe of the Board's leadership talents, open and engaged discussions, commitment to excellence in all that we do, to student access and success, to respectful, inclusive participation by all, and especially for the strategic integrity that I have consistently witnessed from each of the members of the Board of Governors and the staff members at each of the institutions and the systems office. Thank you, each of you and please know that you will have my continued support and offer to serve in the future.

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

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

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

### **I. MAJOR HONORS AND AWARDS**

#### **A. VandeWoude named to National Academy of Sciences**

On April 30, the National Academies announced the election of Professor Sue VandeWoude to the National Academy of Sciences. VandeWoude, associate dean for research and graduate education in the College of Veterinary Medicine and Biomedical Sciences, leads a lab that studies a variety of agents, including the Feline Immunodeficiency Virus, that infect domestic and nondomestic cats. Her research interests include biology and pathogenesis of FIV infections in cats, including large field species such as pumas and bobcats. She joined Colorado State in 1990 and earned Diplomate status in the American College of Laboratory Animal Medicine in 1991. Election to the NAS is one of the highest and most prestigious honors a scientist can earn. The National Academy of Sciences is a private, nonprofit institution that was established under a congressional charter signed by President Abraham Lincoln in 1863. It recognizes achievement in science by election to membership, and — with the National Academy of Engineering and the National Academy of Medicine — provides science, engineering, and health policy advice to the federal government and other organizations.

#### **B. *U.S. News and World Report*: CSU online programs rank among the best**

Colorado State University's online programs earned top rankings in an annual report released Jan. 15 by *U.S. News & World Report*. CSU ranked among the best in the country for its online bachelor's degree programs as well as online graduate programs. CSU's online bachelor's program placed among the top 20, at No. 18 among public universities. This year's *U.S. News* rankings also highlighted the best online degree programs that help veterans reduce the cost of higher education. CSU again ranked among the best in the country in several areas for veterans. The Online Master of Computer Information Technology program achieved top-10 honors and the online bachelor's program ranked at No. 15.

#### **C. Colorado State University veterinary program ranks third in nation**

The Colorado State University Doctor of Veterinary Medicine Program continues to rank No. 3 nationally in the latest *U.S. News & World Report* list, issued in March. The "2020 U.S. News Best Graduate Schools Rankings" ranks 28 veterinary education programs in the United States, through a survey of accredited peer institutions. The magazine publishes the list every four years, and the CSU program has held a spot among the top three vet schools in the country for at least two

decades. Colorado State's four-year DVM Program, founded in 1907, receives more than 2,000 applications for 148 slots per year.

#### **D. Colorado State University named 2019 BRAID Affiliate School**

The Department of Computer Science at Colorado State University was accepted in April as a 2019 BRAID Affiliate, an initiative designed to promote diversity in undergraduate computer science programs. The *Building, Recruiting, And Inclusion for Diversity (BRAID)* initiative, co-led by AnitaB.org and Harvey Mudd College, launched in September 2014 in partnership with 15 universities across the nation. BRAID provides support to computer science (CS) departments to help increase the percentage of women and underrepresented minority students in their undergraduate computing programs. Participants implement successful, tested strategies developed at BRAID Beacon Schools – institutions leading the way in gender diversity within their CS departments. Affiliates participate in BRAID for one year, learning best practices from BRAID schools. Affiliates also participate in the annual BRAID Summit in July, a gathering of BRAID stakeholders for two and a half days of discussion, ideation and inspiration. CSU is among five schools selected as the 2019 BRAID Affiliate Schools, along with Boston University, Kean University, Temple University, and the University of Melbourne.

#### **E. Dungy granted prestigious Guggenheim Fellowship**

Camille T. Dungy, professor of English at Colorado State University, on April 9 was granted a Guggenheim Fellowship. She is among 168 scholars chosen this from a group of almost 3,000 applicants in the Foundation's 95th competition, and only the fifth CSU faculty member ever to receive the fellowship. Dungy is an award-winning author of four full-length poetry collections and the editor of three poetry anthologies. Her honors include an American Book Award, two Northern California Book Awards, a California Book Award silver medal, two NAACP Image Award nominations, fellowships from the Sustainable Arts Foundation, and fellowships from the National Endowment for the Arts in both prose and poetry.

#### **F. Agropolis Fondation recognizes Leach as Distinguished Scientist**

Dr. Jan Leach, a University Distinguished Professor and the research associate dean for the College of Agricultural Sciences, is the winner of the 2019 Agropolis Louis Malassis International Prize for Food and Agriculture under the Distinguished Scientist category. The Agropolis Fondation Louis Malassis International Scientific Prize was created in 2009 to recognize the exemplary contribution of scientists in the field as well as to inspire young promising researchers to work towards excellent science in the service of society. Leach is an authority on the molecular biology of plant– pathogen interactions. Her research focuses on understanding the molecular basis of durable disease resistance, particularly in rice–pathogen interactions.

#### **G. CSU College of Business Dean Walker named one of state's 25 most powerful women**

The Colorado Women's Chamber of Commerce honored Beth Walker, dean of Colorado State University's College of Business, on Jan. 30 as one of the Top 25 Most Powerful Women in the state. The award recognizes powerful leaders across Colorado as those who passionately promote



the success of women in business, engage in the community, serve as forward-thinking visionaries, and display perseverance. During Walker's tenure, the College of Business has achieved record levels of undergraduate enrollment and student diversity, while maintaining some of the highest graduation and retention rates on campus.

#### **H. Former CSU President Al Yates receives Founders Day Medal**

Albert Yates, 12th president of Colorado State University, received the Founders Day Medal on Feb. 11 as CSU celebrated its 149th birthday. Yates became CSU president in 1990 and held the position until 2003. He is remembered for shaping the character of the University, turning adversity into advantage numerous times. Yates' tenure was marked by some historic disasters and tragedies, including the 1997 flood that devastated much of campus and the 1994 Hourglass Fire at the Mountain Campus. He also was a champion of student success and diversity efforts, creating the President's Multicultural Student Advisory Committee and the President's Commission on Women and Gender Equity. Yates also is credited with helping CSU reconnect to the agricultural community and fulfilling the institution's land-grant mission of serving the entirety of Colorado. The Founders Day Medal, first awarded in 2010, honors those who have had a transformative impact on the University and its development.

#### **I. Sega named first CTO of Army Futures Command**

Ron Sega, director of Systems Engineering at Colorado State University, has been named Army Futures Command's first chief technology officer. Sega is a former astronaut and retired Air Force major general who served as undersecretary of the Air Force from 2005 to 2007. Futures Command is tasked with modernizing the Army, particularly by integrating technology developed in the private sector for defense uses. Sega will be supporting the technical integrative aspects of Future Commands and will split his time between Colorado and Austin.

#### **J. Record number of CSU students earn Goldwater Scholarships**

All four of the students nominated by Colorado State for the Goldwater Scholarship this year were selected for the award – a first for CSU and the greatest number of CSU students to be selected for the prestigious scholarship in a single year. These highly competitive national awards go to outstanding students who want to pursue careers in science, mathematics, and engineering. The students selected are Amanda Merkley, Engineering; Dillon Donaghy, Life Sciences; Mikeala Elder, Life Sciences; and Seamus Somerstep, Mathematical Sciences. Statewide, two students from the University of Colorado Boulder and one from the University of Colorado Denver were also selected.

### **II. STUDENT SUCCESS**

#### **A. CSU opens new design center with donation from OtterBox founders**

The Nancy Richardson Design Center – an innovative hub for design of all kinds at Colorado State University – opened to students on the first day of spring semester and was heralded as a place where interdisciplinary creative works will be made and shown. Located between Canvas Stadium

and the Gifford Building, south of the Visual Arts Building, the \$19.5 million center will advance CSU's mission as a national leader in design thinking, design leadership, and entrepreneurship. More than just an innovative building, the RDC will deliver special curricular opportunities for students, including a new undergraduate certificate program in design thinking. About 400 students are expected to use the new facility during this first semester. Curt and Nancy Richardson, co-founders and owners of OtterBox and Blue Ocean Enterprises, donated \$8.1 million to make the 45,000-square-foot building possible. Nancy Richardson is a 1982 interior design graduate of CSU.

#### **B. National Collegiate Landscape Competition returns to CSU**

The 43rd annual National Collegiate Landscape Competition was held at CSU in March. The event, sponsored by landscape industry leaders including STIHL, John Deere, and Caterpillar, is a four-day affair featuring the best and brightest collegiate landscape students from 70 universities across North America. Roughly 1,500 students came to campus to compete in 3D Exterior Landscape Design, Irrigation Assembly, Plant Problem Diagnosis, and Sales Presentation, and more. More than 30 competitions covered every aspect of what a working landscape professional might encounter in the field. It was the fourth time CSU hosted the event.

#### **C. CSU System, Latin American Education Foundation formalize partnership**

A new partnership between the Colorado State University System and the Latin American Education Foundation showcases the natural synergy between the two organizations in serving Latinx students. The University's official commitment as the exclusive sponsor of the Young Professionals Board, which was formally announced at the LAEF Gala March 2, follows from a long history of collaboration between the entities. For 30 years, LAEF has been engaged with Colorado State University in a collaborative effort to increase Latinx enrollment and retention through outreach and education, scholarships, and community development. The partnership with the CSU System encompasses efforts at all three System institutions.

#### **D. College of Business first to debut mashme.io technology classroom**

CSU's College of Business announced March 29 the addition of a unique, state-of-the-art technology that creates a blended classroom, connecting on-campus and online students in real time, a first for a U.S. business school. The new experience, powered by cutting-edge technology from mashme.io, offers live connectivity and collaboration of online learners with faculty and students in the classroom. The college branded the new online experience "Mosaic" to reflect the platform's 27 tiled screens and the ability for students from all backgrounds to bring unique perspectives forward and collaborate on business projects and coursework. Mosaic mirrors a live classroom by creating an immersive learning experience for both online and on-campus students. During lectures, Mosaic enables simultaneous interactions through polls, group discussions and engagement tools for up to 88 remote students.

### **III. INNOVATION AND RESEARCH**

#### **A. Researchers work to prevent sexual harassment in scientific field settings**

Three Colorado State University researchers are examining the prevalence of sexual harassment in field-based research as part of a National Science Foundation-supported study. The CSU team, which includes professors Emily Fischer, Kristen Rasmussen, and Brittany Bloodhart, also are studying what psychological indicators might lead people to engage in – or intervene in – a harassment situation. Part of their work is documenting how people respond when the issue of sexual harassment is openly discussed, and expectations for professional behavior are clearly set by team leadership. The goal: creating a policy and culture of collegiality and respect across field teams. Their efforts are supported by nearly \$300,000 from the National Science Foundation, awarded last year. The group used two recent CSU-led field campaigns as test cases and proving grounds for their project. While sexual harassment has been studied extensively in workplaces and academia, very little research has focused on the problem in field settings. Those in “low-power” positions, the researchers say, such as graduate students and postdoctoral researchers, may be particularly vulnerable to those in positions of leadership.

#### **B. Night, weekend births have higher risk of complications, CSU researchers find**

A new study by Colorado State University researchers has found that the quantity of delivery complications in hospitals are substantially higher during nights, weekends and holidays, and in teaching hospitals. The study, “Clinical capital and the risk of maternal labor and delivery complications: Hospital scheduling, timing and cohort turnover effects,” was published in March in *Risk Analysis: An International Journal*. The authors include faculty members in CSU’s Department of Economics, Sammy Zahran, David Mushinski, and Hsueh-Hsiang Li. They analyzed more than 2 million cases from 2005 to 2010, using detailed data obtained from the Texas Department of State Health Services. The researchers hypothesize that hospitals could decrease the risk of harm to mothers by putting more emphasis on scheduling inexperienced physicians with more senior health professionals.

#### **C. CSU researcher leads study that reports reduction in malaria in Burkina Faso**

A team of international scientists, led by Brian Foy, a professor in the Department of Microbiology, Immunology, and Pathology, and including researchers from West Africa, France, United Kingdom, and the United States, found that they were able to reduce cases of malaria by 20 percent in children less than five years old in several villages in Burkina Faso, using a drug called ivermectin. When the team looked more closely at the group of children in the clinical trial who received repeated doses of ivermectin, they found a 44 percent reduction in malaria. The new study, “Repeat ivermectin mass drug administrations for control of malaria: a cluster-randomized trial to evaluate efficacy and risk of harms,” was published March 13 in *The Lancet*. The research encompassed eight villages and nearly 3,000 participants in Burkina Faso and was conducted during the rainy season, when malaria is readily transmitted by mosquitos. The research was funded by a Grand Challenges Exploration grant through the Bill & Melinda Gates Foundation.

#### **D. CSU researchers discover new technique to test for viral infections**

A team of CSU researchers has developed technology that can detect extremely small amounts of antibodies in a person's blood. Results from the team's research were published April 15 in *Biosensors and Bioelectronics*. The study, "An ultra-sensitive capacitive microwire sensor for pathogen-specific serum antibody responses," builds on work from the lab of Professor Chuck Henry in the Department of Chemistry. Using a small wire, one-fourth the size of a human hair, researchers developed a sensor that can detect as few as 10 antibody molecules within 20 minutes. Standard medical testing requires billions or trillions of antibody molecules for detection and can take up to a day to process. This type of cost-effective instrument could help clinicians treat diseases in people sooner and could be used in low-resource settings. Henry, a co-author on the paper, and his lab have developed several simple, inexpensive electrochemical devices over the last 10 years. Lei Wang, who recently received a doctorate from CSU through the School of Biomedical Engineering and is now a postdoctoral fellow at the Massachusetts Institute of Technology, is the lead author of the study. Jessica Filer, who recently received a doctorate from CSU through the Cell and Molecular Biology program, and Meghan Lorenz, an undergraduate research assistant, also are co-authors of the study. Professor David Dandy, also a senior author on the paper, is head of the Department of Chemical and Biological Engineering.

#### **E. CSU selected as new home to Zoetis Incubator Program**

Colorado State University and the Research Innovation Center have been selected by Zoetis, the world's largest manufacturer of vaccines and medicine for pets and livestock, as the location of the Zoetis Incubator Program. CSU was selected for its exceptional track record of providing development and manufacturing capabilities for government, private sector, and academic laboratories in biological manufacturing. In addition, Colorado State University offers a breadth of capabilities including globally prominent research programs in animal disease and health and the co-location of key government laboratories and facilities in Fort Collins and along the entire Colorado Front Range. Such a center, leveraging Colorado's existing campus, state, and federal research capabilities, could become the hub of major research efforts on economically devastating animal diseases. Vice President for Research Alan Rudolph led the campus team that worked with Zoetis on this proposal.

### **IV. COMMUNITY IMPACT**

#### **A. Colorado State Forest Service report: Forest management protected life, property**

The 2018 fire season saw more acres burned in Colorado than any other year except for 2002. While hundreds of homes were lost, forest management actions intended to help protect communities from wildfires and other threats proved effective in efforts to save lives and property. The *2018 Report on the Health of Colorado's Forests*, which the Colorado State Forest Service distributed to legislators at the state Capitol March 7, highlights these and other facts related to forest management in the state. The 2018 report offers a special focus on how pre-emptive forest management efforts by the Colorado State Forest Service and key partners, which include the U.S. Forest Service, Denver Water, Northern Colorado Water and county governments, were effective last year in reducing wildfire risk to communities. Highlighted in the report are two summer

wildfires – the Buffalo Fire near Silverthorne and the Golf Course Fire near Grand Lake – that did not result in loss of life or structures in threatened subdivisions, in part because of proactive forest management actions. Firefighters halted the progress of both fires in fuel breaks where vegetation had previously been thinned or removed specifically to alter fire behavior.

## B. Fourth Annual ACT Film Festival features 20 documentary films

Twenty documentary films representing 16 countries on five continents made their appearance during the Fourth Annual ACT Human Rights Film Festival at Colorado State University April 5-13. ACT is the only film festival dedicated to human rights and social justice that is produced by a land-grant institution in the United States. ACT is produced by the Department of Communication Studies at Colorado State University with generous support from CSU partners, including the College of Liberal Arts; the Departments of Anthropology, Economics, English, Philosophy, Sociology and History; the Interdisciplinary Liberal Arts Major; Women in Philanthropy; and Ram Events. Off-campus partners include the City of Fort Collins Fort Fund; The Lyric; Eye Center of Northern Colorado; Bohemian Foundation; the Colorado Office of Film, TV, and Media; Odell Brewing; KUNC 91.5 FM; Townsquare Media; The Coloradoan; The Elizabeth Hotel; and the Colorado Water Center.

## C. Extension annual County Commissioner Survey Results now available

CSU Extension’s annual survey of county commissioners reflected improved scores in 2018 for quality, responsiveness, value and satisfaction. Scores have trended upward annually since 2012. Complete results are online at: <https://col.st/x1uLL>. The full report is attached.

## V. FISCAL STRENGTH

### A. Major Gift Report

	March 2019		FY19 (July - March)		FY18 (July - March)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$8,708,460	7,842	\$74,883,463	31,398	\$73,963,554	31,087
Irrevocable Planned Gifts	-	-	\$1,050,100	3	\$257,736	6
Revocable Gifts and Conditional Pledges	\$2,283,229	11	\$44,959,741	92	\$21,843,082	67
Payments to Commitments Prior to Period	(\$357,193)	473	(\$10,957,061)	932	(\$18,326,346)	1,329
Total Philanthropic Support	\$10,634,496	7,646	\$109,936,243	31,200	\$77,738,026	30,777
Other Private Support	\$2,282,701	954	\$20,482,273	2,117	\$23,354,591	143
<b>Net Private Support</b>	<b>\$12,917,197</b>	<b>8,502</b>	<b>\$130,418,516</b>	<b>32,580</b>	<b>\$101,092,617</b>	<b>30,890</b>

\$2,000,000 pledge to support the *Helen and Arthur E. Johnson Family Equine Hospital*, College of Veterinary Medicine & Biomedical Sciences

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\$1,409,041 gift to support the *C. Wayne McIlwraith Translational Medicine Institute*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 gift to support the *Richardson Design Center*, College of Health and Human Sciences

\$1,000,000 revocable commitment to support the *Golden Door Scholarship in Natural Sciences*, College of Natural Sciences

\$1,000,000 revocable commitment to support the *Golden Door Scholarship in Natural Sciences*, College of Natural Sciences

\$820,000 revocable commitment to support the *Big Sur Fund, Neurological Research for Small Animals Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$773,229 revocable commitment to support the *The Mountain Girl Cooper Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$750,000 revocable commitment designated as \$500,000 to support the *Steve Peck Graduate Scholarship Endowment*, Warner College of Natural Resources, \$125,000 to support the *Steve Peck Emerging Needs and Professional Support Endowment*, Warner College of Natural Resources, and \$125,000 to support the *Steve Peck Internship Success Endowment*, Warner College of Natural Resources

\$700,000 revocable commitment to support the *Kari and Stephan Weiler Doctoral Fellowship in Regional Economics Endowment*, College of Liberal Arts

\$650,000 gift designated as \$250,000 to support the *Temple Grandin Equine Center*, College of Agricultural Sciences, \$200,000 to support the *Equine Assisted Activities and Therapies Programming*, College of Agricultural Sciences, and \$200,000 to support the *Equine Outreach and Industry Relations*, College of Agricultural Sciences

Revocable commitment designated as to support the *Smith-Schamberger Literature Fellowship*, College of Liberal Arts, and to support the *Library Collection Enhancement*, Morgan Library

\$496,933 gift to support the *Citrus Greening Research*, College of Agricultural Sciences

\$438,315 in planned gifts to support the *Kano-Kiewit Scholarship in Biochemistry Endowment*, College of Natural Sciences

\$400,000 revocable commitment to support the *Wanda Mayberry Scholarship Endowment*, College of Health and Human Sciences

\$300,223 gift to support *Human Development and Family Studies - Community Outreach*, College of Health and Human Sciences



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\$292,757 planned gift to support the *University Fund*, Other Areas

\$250,000 revocable commitment to support the *Christine Elliott-Armstrong Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

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

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

\$200,000 pledge to support the *Human Animal Bond in Colorado (HABIC)*, College of Health and Human Sciences

\$195,449 gift to support the *Reisher Scholars*, Student Affairs

\$150,000 revocable commitment to support the *Mayfield Farm Scholarships Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$133,750 gift designated as \$73,500 to support the *North Sand Creek Research – Restoring Channel Morphology*, Warner College of Natural Resources, and \$60,250 to support the *North Sand Creek Research – Wetland & Waterfowl Habitat*, Warner College of Natural Resources

\$125,000 gift to support *Lucy's Scholars*, College of Veterinary Medicine & Biomedical Sciences

\$110,000 revocable commitment designated as \$70,000 to support the *Kreutzer & Towill Scholarship for International Study Endowment*, College of Health and Human Sciences, \$30,000 to support the *Human Development and Family Studies Undergraduate Student Scholarship Endowment*, College of Health and Human Sciences, and \$10,000 to support the *Margaret B. Hanson Memorial Scholarship Endowment*, College of Health and Human Sciences

\$100,000 gift to support the *Health and Exercise Science – Research*, College of Health and Human Sciences

\$100,000 pledge to support the *Institute for Entrepreneurship*, College of Business

\$100,000 gift to support the *Rodeo Club Enhancement Endowment*, College of Agricultural Sciences

\$100,000 gift to support the *Academic Development for Western Ranch Management and Ecosystem Stewardship Program*, Warner College of Natural Resources

\$100,000 gift to support the *Academic Development for Western Ranch Management and Ecosystem Stewardship Program*, Warner College of Natural Resources

\$100,000 gift to support the *Advanced Crop Genetics: Opportunities for Food Security*, College of Agricultural Sciences

## **VI. NOTABLE HIRES AND PERSONNEL CHANGES**

### **A. Joyce McConnell hired as next CSU President**

The Board of Governors of the Colorado State University System voted unanimously March 29 to hire Joyce E. McConnell to lead the System's flagship institution into its 150th year. McConnell, currently provost and vice president for academic affairs at West Virginia University, will become the 15th President of the state's land grant university. McConnell will assume the top position at CSU on July 1, 2019,

### **B. Lise Youngblade named new dean of College of Health and Human Sciences**

Dr. Lise Youngblade, head of CSU's Department of Human Development and Family Studies, has been named the next dean of the College of Health and Human Sciences. Beginning Aug. 5, Youngblade will succeed Jeff McCubbin. In addition to serving as department head since 2006, Youngblade served as the associate dean for research for the college from 2013 to 2015. Since 2015, a portion of her time has also been devoted to the role of associate dean for strategic initiatives in the college. In addition, she serves as interim director of the Columbine Health Systems Center for Healthy Aging. Youngblade received the 2018 Oliver P. Pennock Distinguished Service Award, which recognizes faculty for continuing meritorious and outstanding achievement. A first-generation college student, Youngblade earned her bachelor's degree in psychology from the University of Oregon and her master's and Ph.D. in human development and family studies, both from Penn State University.

### **C. CSU selects JE Dunn for construction at the National Western Center**

The Colorado State University System on March 4 awarded its Construction Management/General Contractor procurement contract for the construction of its three buildings at the CSU Campus at the National Western Center, taking it one step closer to development of the north Denver site. JE Dunn was selected for the construction of the CSU Water Building, CSU Center for Food & Agriculture, and the CSU Animal Health Complex. The procurement process was combined for the Water Building and the Center for Food & Agriculture, while a separate process was run for the Animal Health Complex. The two procurements were run independently, but simultaneously.





# COLORADO WATER CENTER

COLORADO STATE UNIVERSITY



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# COLORADO WATER CENTER (CoWC)

## Mission

The CoWC leads interdisciplinary research, education, and outreach to address complex and evolving water-related challenges in Colorado and beyond.

We do so by fostering collaboration between higher education and water stakeholders, synthesizing objective water knowledge to inform decision-making, and inspiring the next generation of water leaders.

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# CoWC PURPOSE AND GOALS

## Champion water-related research

- Foster university, faculty, and student-led investigations
- Connect university research to information needs of water stakeholders

## Provide education and training

- Empower Colorado's water leaders to secure and advocate for our valuable freshwater resources
- Support education through course and program offerings, Extension programs, and K-12 learning initiatives

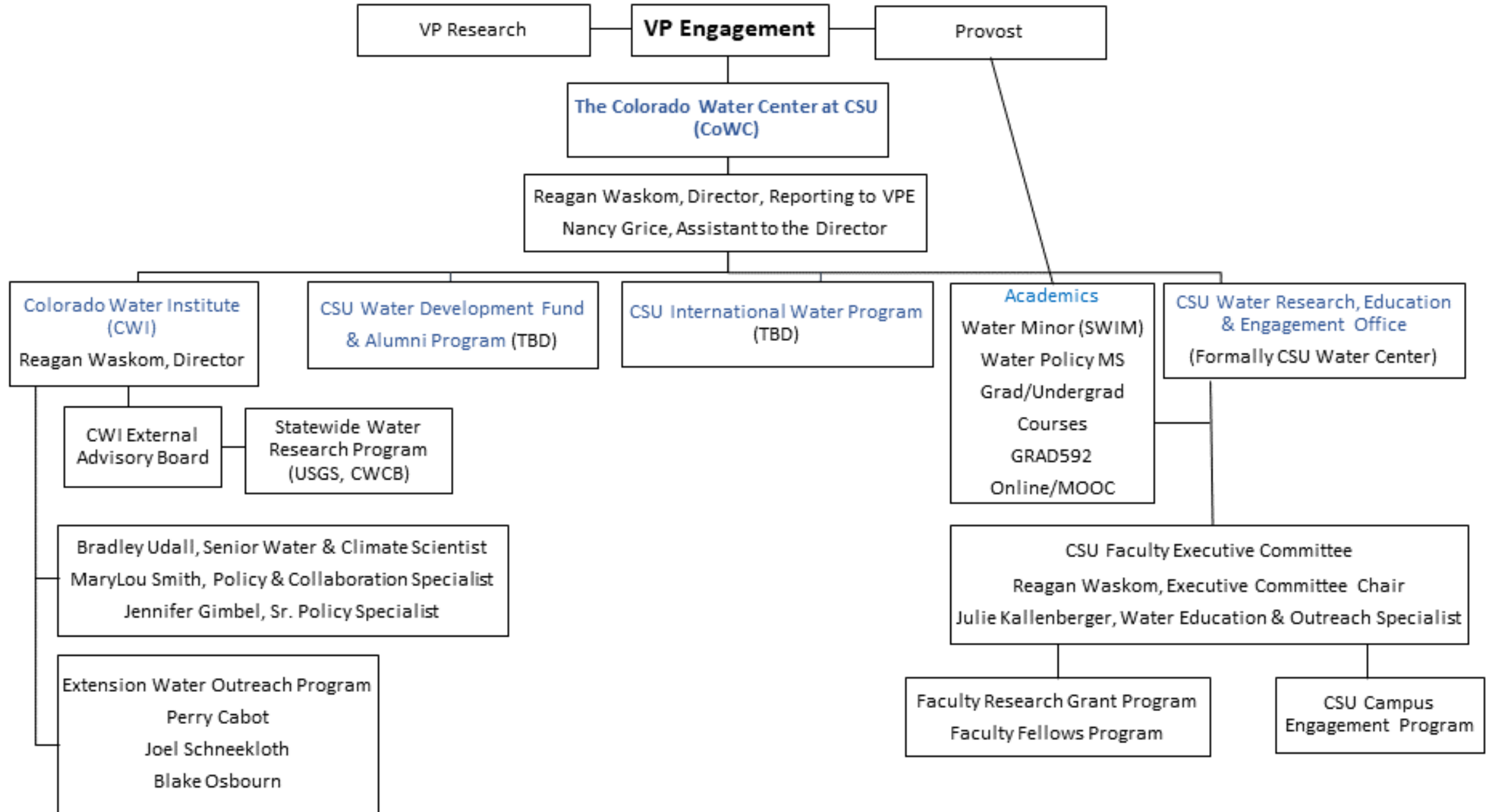
## Catalyze meaningful collaboration and engagement

- Serve as a primary nexus between Colorado's institutions of higher learning and water resource stakeholders
- Connect water stakeholders to higher education resources and expertise needed to ensure clean and reliable water for all
- Facilitate and support collaborative water dialogs and projects

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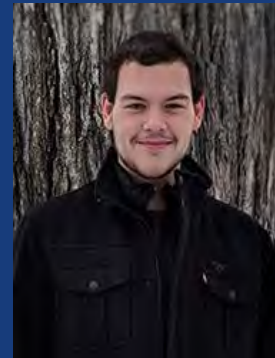
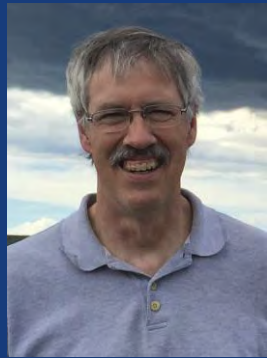
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# CoWC Staff



THE UNIVERSITY OF  
COLORADO  
Boulder



# WATER at Colorado State

1883  136 years

of rich water history at CSU

200+  
affiliated water experts on  
all 7 continents

12  
graduate  
degrees

9  
undergraduate  
majors

7  
undergraduate  
minors

across

all 8

of CSU colleges



19  
academic  
departments

184  
water-related  
courses

200  
faculty studying  
and teaching water



44  
water orgs  
on campus

17  
student  
clubs and  
groups

5  
water labs

- CSU can trace its commitment to water to 1883 when <sup>234</sup> **Elwood Mead** arrived on campus and established the first irrigation engineering program in the US. Since then, CSU's reputation as a leader in water research has continued to grow.
- USDA established the **first hydraulics laboratory** on campus in 1912 - used to study/test plans for the Hoover, Grand Coulee, and Imperial dams.
- **Ralph Parshall developed the Parshall Flume** developed in 1922. Still in wide use today to regulate water flow and promote equitable distribution.
- CSU's **Watershed Science program** was established in 1958, the first degree program in the nation to train students in this area.
- CoWC (formally Colorado Water Institute) was established in 1965.

# WATER RESEARCH

**Research Projects with our Partners:** CSU Extension, AES, CSFS, Colorado Climate Center, SoGES.<sup>235</sup>

**Current Examples:**

- Colorado River Water Bank
- S. Platte Oil & Gas
- Water Quality
- Ogallala Aquifer Sustainability

**External Projects – funding from:**

- NSF
- FFAR
- Walton Family Foundation
- USDA-NIFA
- USGS
- CWCB

**CSU Faculty and Student Grant Program**

**Irrigation Innovation Consortium** <https://irrigationinnovation.org/>

- Joint initiative between private, public, and university organizations to develop a center of excellence in irrigation technology and innovation.

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# WATER EDUCATION

- Sustainable Water Interdisciplinary Minor (SWIM)
- GES120 | Water Sustainability in the Western U.S.
- GRAD592 | Interdisciplinary Water Resources Seminar
- CSU Online courses on water and climate
- Water Literate Leaders of Northern Colorado Program
- MOOCs
- Informal adult and K-12 education
- Western Water Policy Masters Degree



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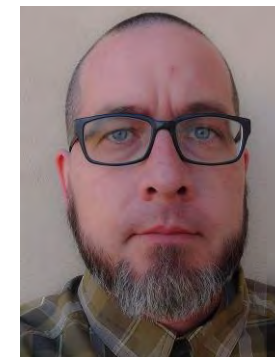
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# CSU Extension Water Team



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<http://waterquality.colostate.edu/index.html>

# WATER ENGAGEMENT & COLLABORATION

- **CSU Water Sustainability Fellows program**
- **National Western Center Youth Water Project.**



- **CoWC is facilitating public dialog** in the Republican River basin and S. Platte



- **NoCO regional water dialog**
- **Poudre Runs Through It**





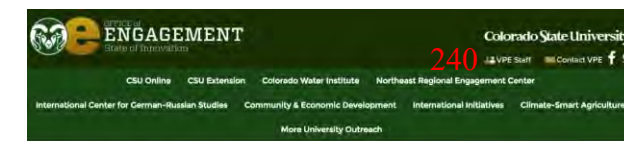
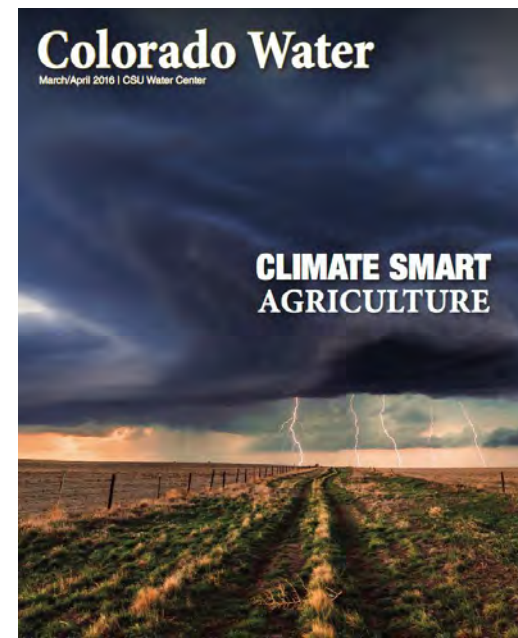
# STUDENT ENGAGEMENT





# Climate Smart Agriculture

- CSA Web Page
- Interface with Governor's Staff + CDA
- USDA Climate Hub Partnership
- Extension Outreach
  - Western Dairy, Farm Bureau, Wheat Growers, Farm Show, etc
- Newsletters
- Online Courses
- Best Management Practices
- Conferences
- Drought Activities



## Climate-Smart Agriculture

### Climate Smart Agriculture at Colorado State University

The Climate Smart Agriculture initiative is a collaboration through the CSU Office of Engagement to provide research-based information for agricultural producers. The goal is to improve the resiliency of farms and ranches, and the overall food system, in a changing climate. Climate Smart tackles three main objectives: sustainably increasing agricultural productivity and incomes; adapting and building resilience to climate change; and reducing and/or removing greenhouse gas emissions.

The recent *Colorado Climate Report* focuses on seven main sectors including water, public health, energy, transportation, agriculture, tourism and recreation, and ecosystems.

### Climate Smart Agriculture Partners at CSU

The Office of Engagement includes the Colorado Water Institute, Colorado State Extension, Colorado State University Online, the Office of Community and Economic Development and the Northeast Regional Engagement Center. These units offer a diverse opportunity for reaching across the state to deliver information on climate and other issues.

The Colorado Water Institute (CWI) is a key contributor to climate smart agriculture. CWI, an affiliate of Colorado State University, exists for the express purpose of focusing the water expertise of higher education on the evolving water concerns and problems being faced by Colorado citizens in the 21st century.

CSU Extension is a local community connection for university research, information, education, expertise and youth programs. Extension delivers research and local education designed to assist and inform Coloradans living in both urban and rural communities.

### Climate Smart Initiatives & Stories

<http://source.colostate.edu/climate-smart-ag-efforts-gain-momentum/>

## CSU's CSA Webpage



Ralph Parshall's speech to the Rotary Club in 1957 about climate change

# CoWC Fiscal Year 2018 Revenue & Expenses

## Revenue

CSU Salaries & Operating	\$610,870
External Grants & Contracts	\$2,375,715
Foundation Contributions	\$144,259
<b>TOTAL REVENUE</b>	<b>\$3,130,845</b>

## Expenses

Salaries	\$548,842
Materials	\$26,039
Services	\$71,189
Travel	\$16,604
Foundation End of Year Balances	\$77,569
Research Expenditures	\$2,390,599
<b>TOTAL EXPENSES</b>	<b>\$3,130,845</b>



Reagan Waskom

Director

Colorado Water Center

reagan.waskom@colostate.edu

970.491.6308

[www.watercenter.colostate.edu](http://www.watercenter.colostate.edu)

# Colorado State Forest Service update

John P. Hayes, Dean, Warner College  
Joe Duda, Deputy State Forester, CSFS



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Warner College of Natural Resources 244  
College-level Centers, Institutes, and Major Programs

Center for Environmental Management of Military Lands

Colorado State Forest Service

Colorado Natural Heritage Program

Center for Collaborative Conservation

Environmental Learning Center

Natural Resource Ecology Lab

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## College-level Centers, Institutes, and Major Programs

### Center for Environmental Management of Military Lands

- \$93M grants and agreements awarded in 2018
- 475 full-time staff located across the country
- Critical service provided for DOD

### Colorado State Forest Service

- Nearly 25,000 forest acres treated in 2018
- Over 100 staff located across the state

### Colorado Natural Heritage Program

- Tracks 1,738 species and plant communities throughout Colorado at nearly 40,000 mapped locations
- 29 full time staff

### Center for Collaborative Conservation

- 135 conservation fellows trained
- Projects in 5 continents and Oceania

### Environmental Learning Center

- 4,400 K-12 school students engaged annually
- Over 20,000 visitors annually to the 212-acre property

### Natural Resource Ecology Lab

- More than \$50 million in grants over past 5 years
- Over 100 publications per year

# Building “Value-Added” Strengths <sup>246</sup>

## Leveraging Resources Across the Boundaries Between Academic and Non-Academic Programs

---

A new internship program providing forestry students with paid, real-world experience working with the Colorado State Forest Service, designed to complement the student’s academic studies and achieve important CSFS goals.

A graduate certificate program through the Department of Forest and Rangeland Stewardship structured to meet professional development and advanced training needs identified by the Colorado State Forest Service. The program will be primarily taught online, with one intensive live session. Anticipated program launch in Fall, 2019.

# About the CSFS

Mission- To achieve stewardship of Colorado's diverse forest environments for the benefit of present and future generations.

- The CSFS is the lead state agency providing forest stewardship and wildfire mitigation assistance to forest landowners and communities in Colorado.
- Agency of the Warner College of Natural Resources at CSU.
- Provides staffing for the Division of Forestry at DNR.
- State Office in Fort Collins; 4 Areas consisting of 19 field offices throughout Colorado.

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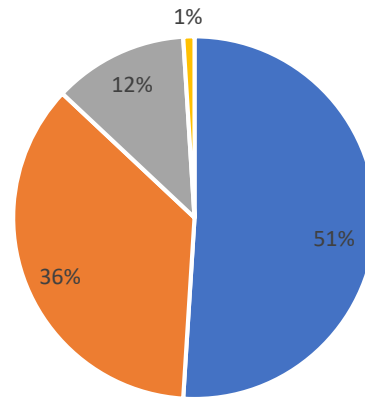
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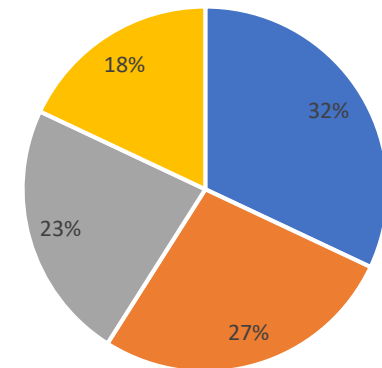
# Financials

FY 2018 CSFS Expenditures -- \$14.5 million



- Personnel services (\$7.4 million)
- Operating expenses (\$5.2 million)
- Grants to others (\$1.8 million)
- Capital improvements/equipment (\$0.1 million)

FY 2018 CSFS Funding -- \$14.5 million



- Federal grants (\$4.7 million)
- State gen'l fund, state grants, service-based revenues (\$3.9 million)
- Self-funded operations and other revenues (\$3.3 million)
- Severance tax (\$2.6 million)



# Challenges for Colorado's Forests

- Unnaturally dense, overcrowded forests can suffer insect infestations and fuel large, destructive wildfires
  - Post-fire erosion and runoff impacts drinking water, infrastructure, municipal costs, etc.
  - Much of Colorado's wildland-urban interface (WUI) located in overly dense forests
- Dead/beetle-killed trees can affect fire behavior and tactics
- Limited resources and challenging co-ordination with partners
- Public understanding of the importance of Colorado's forests.

# Re-organization

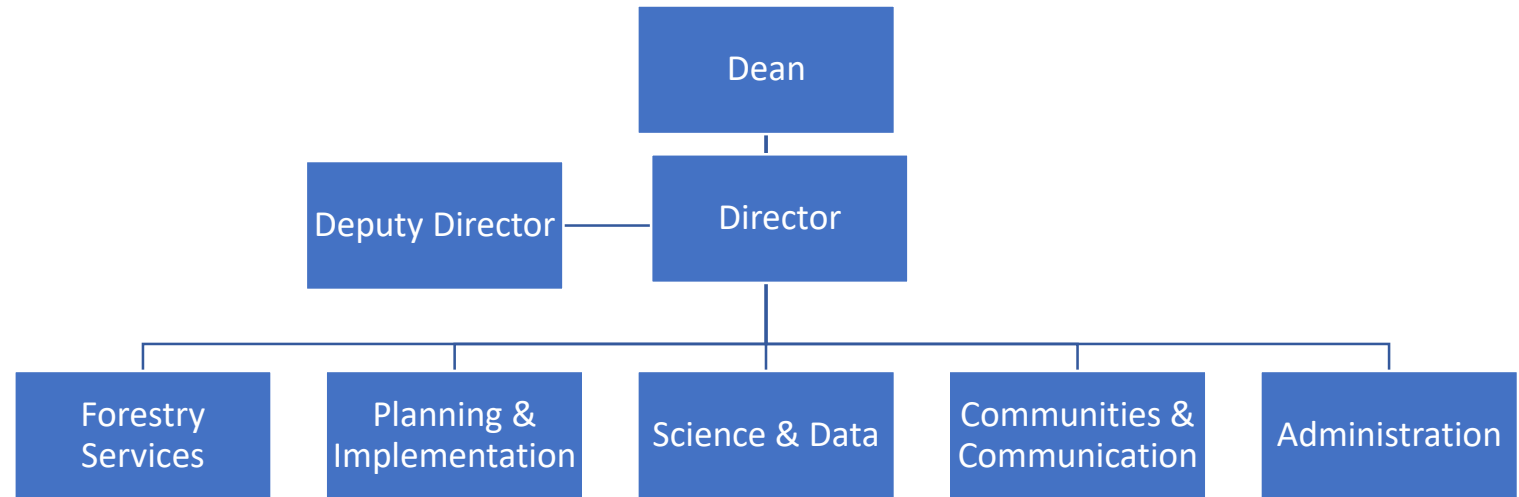
- More Effectively Deliver Strategic Plan
  - Prioritized work to increase impact
  - Create a more integrated agency
  - Better serve Colorado's citizens
- Desired Outcomes
  - Consolidated field organization to better distribute resources
    - Aligned 19 Forest Districts into four Areas.
  - Added Science and Data Division
    - Keep current on forestry related research
    - Ensure that management actions are science and data informed

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# Organization



# Identified and Prioritized Core Functions

- Core Functions
  - Applied forestry science, data, information and best practices
  - Forest health promotion
  - Resource development
  - Forest management planning, implementation and administration
  - Trees for conservation
  - Administrative support
- Priorities for Applying Core Functions
  - Watershed Vulnerability
  - Wildland-urban interface – populations at risk
  - Forest health and resiliency – assessment of current condition



Thank you for the opportunity to share this  
update!

Questions or Comments?



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# 2018 County Commissioner Satisfaction Survey: CSU Extension Services in Colorado

Survey Results Summary Report

January 2019



**COLORADO STATE UNIVERSITY  
EXTENSION**

## Introduction: 2018 County Commissioner Survey

The eleventh annual County Commissioner Satisfaction Survey was conducted from September 17 to October 26, 2018. The design and methodology were approved by the CSU Research Integrity and Compliance Review Office in 2012. A five-point scale was used for evaluation. The study variables included: (1) the quality of programs and services provided by local Extension offices; (2) the expertise and knowledge of Extension personnel; (3) the responsiveness and service level of county Extension personnel; (4) the perceived value to citizens of Extension programs and services; and (5) respondent insights and comments regarding CSU Extension.

## Methodology

CSU Extension and the Office of the Vice President of Engagement designed the survey. As in years past, the survey was conducted by an independent contractor for the Office of Engagement. The confidential survey protocol allowed survey administrators to see which counties did and did not respond. Participants received a letter directly from the Colorado State University President containing the link to take the survey online. A hard copy of the survey and a pre-paid return envelope were also enclosed, offering the choice to complete a paper survey. The letter stressed the importance of the input, the confidential nature of the survey and the voluntary nature of the survey. Roughly two weeks after the initial letter, a second reminder letter and second hard copy survey were sent from the Chief of Staff, Office of the President, only to those counties that did not respond. Final email reminders were sent only to counties that had not yet responded. All results were received, compiled, and analyzed by the independent contractor.

Surveys are sent annually to all Colorado county commissioners/council members in counties where CSU has Extension offices or provides Extension services. The survey cover letter and email, however, recommend that only commissioners who have contact with and/or knowledge of CSU Extension complete the survey. As many counties appoint one commissioner or council member to serve as the Extension liaison, not every commissioner is expected to complete the CSU Extension survey.

Per-county responses (N = 52) are calculated using the mean of all commissioner responses for that county to that question. As begun in 2010, data is reported here as per-county response. Where relevant, commissioner responses (N = 83) are also reported in this document. Each graphic indicates the type of data calculation used.

A total of 210 surveys were sent to all commissioners/council members in all counties where CSU has Extension offices or provides Extension services. Commissioners were encouraged to complete the survey if they worked with Extension, or to forward the survey to the appropriate commissioner contact if they did not work personally with Extension. The total number of returned surveys was 83, for an overall response rate of 40%.

The per-county response rate was 85%, with 52 of the 61 counties surveyed by CSU extension responding. San Juan, Lake, and Pitkin counties were not surveyed in 2018. Response rates by

region were strong: Front Range region (Front Range urban corridor), 92%; Eastern Peaks and Plains region (Southeast, Northeast Golden Plains, and the San Luis Valley), 80%; Western region (all Western Slope counties), 89%. Counties that did not respond to the survey were: Adams, Cheyenne, Conejos, Costilla, Hinsdale, Otero, Ouray, Rio Grande, and Saguache.

Three additional surveys were received after the postmarked deadline. These surveys were excluded from the following analysis. Information from the excluded surveys was conveyed separately to Extension directors.

## Summary of 2018 Survey Results

Commissioners and county officials responded favorably to questions about Extension. Program quality and agent responsiveness scored particularly high. Scores tend to form a curve at the positive end of the scale. As in past years, comments indicate that lower scores may be tied to county desires for specific services and/or better agent coverage.

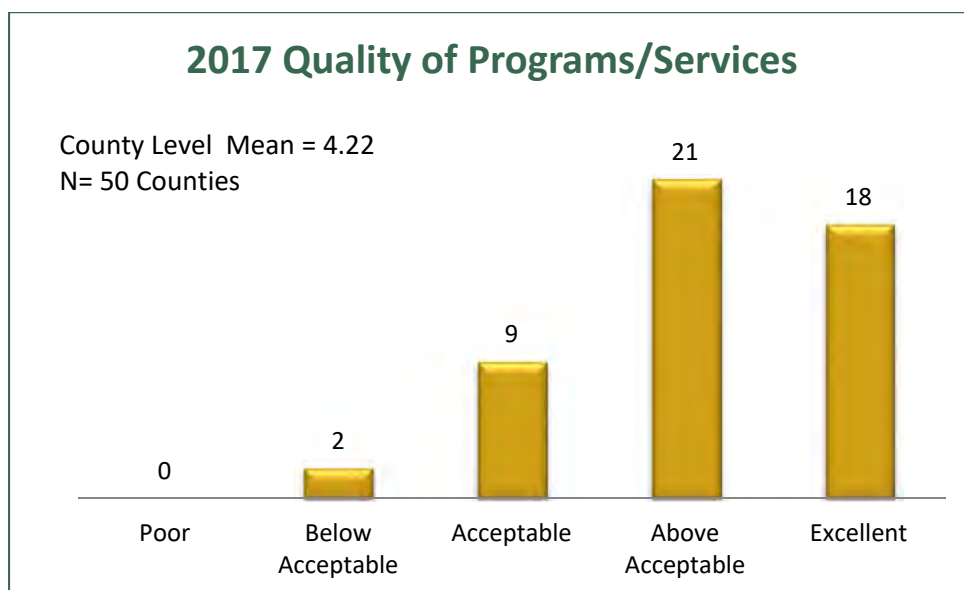
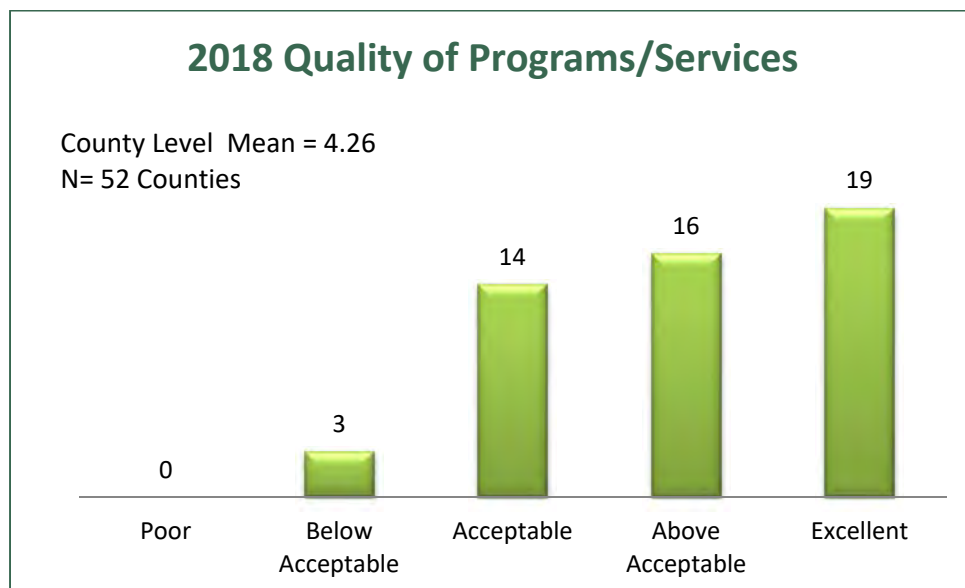
### Survey Results: 2017–2018 Key Indicator Comparison of County Responses

As begun in 2010, data is analyzed primarily at the county level. This standardizes any potential systematic bias caused by some counties having a larger number of commissioners respond versus a county in which the Board of Commissioners assigns only one member to respond to the survey. This methodology levels the playing field and allows for a survey of *county attitudes and satisfaction*, rather than *county commissioner* attitudes and satisfaction.

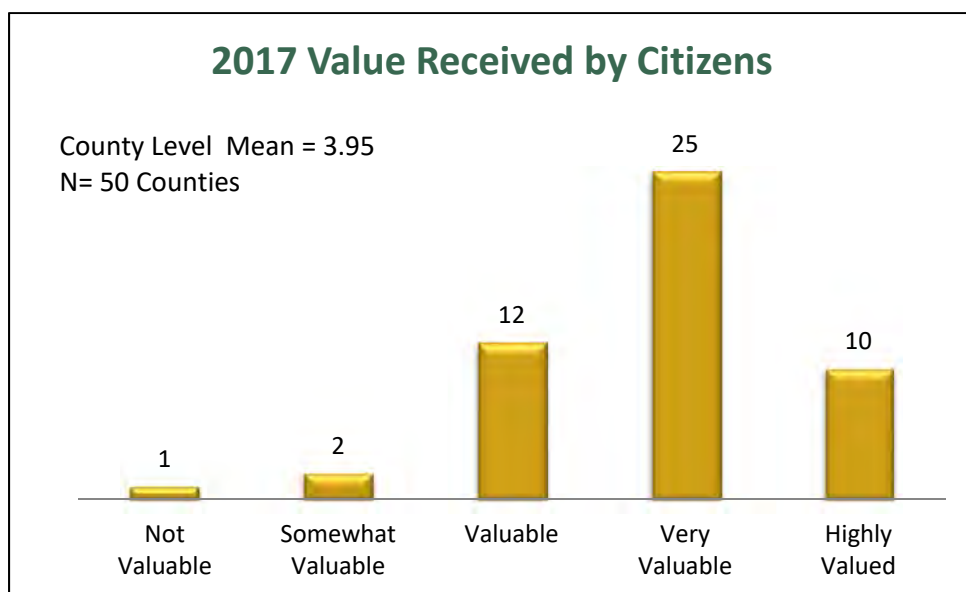
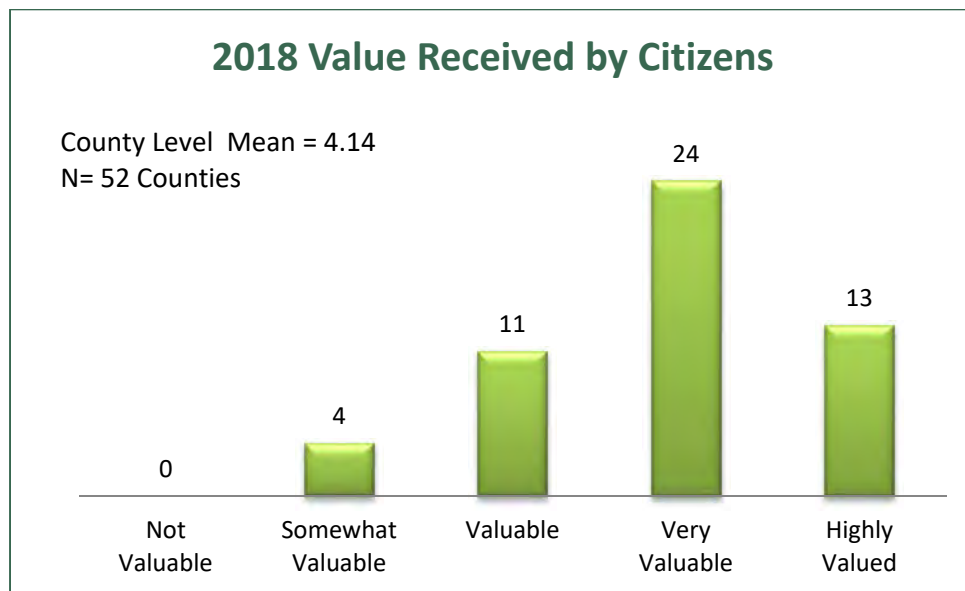
Overall, *counties* responded favorably to questions about program quality, value, responsiveness, and overall satisfaction. We compared 2018 data on four key indicators to 2017 data and found that three of the four key indicators for quality, responsiveness, value, and overall satisfaction trend slightly higher in 2018. All four indicators are above a 4 on a 5-point scale. These trends can be seen in both the averaged scores and in the graphs of individual responses below. All four scores have trended consistently high since 2012.

The four key indicators are graphed below for both 2018 and 2017 county responses. This includes the “overall satisfaction” question used to indicate mean satisfaction with CSU Extension.

*Rate the quality of the programs and services provided from your local Extension office.*

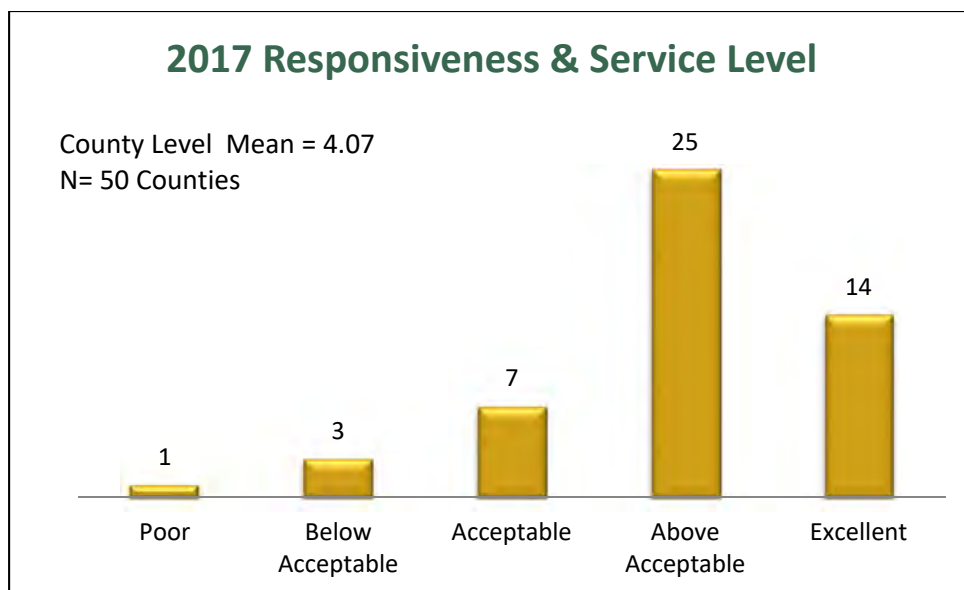
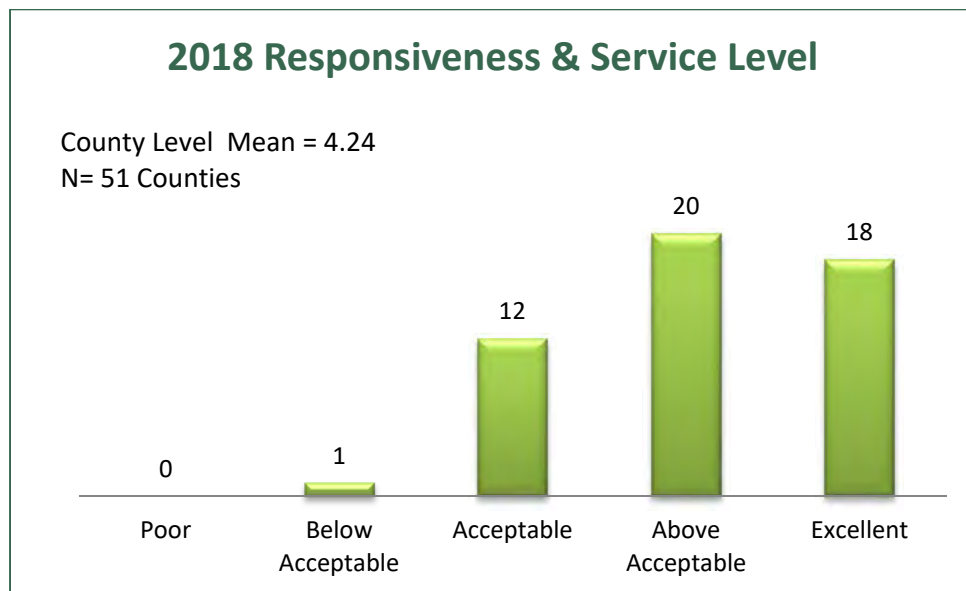


*How would you rate the value received by the citizens of your county from programs and services delivered by Extension?*

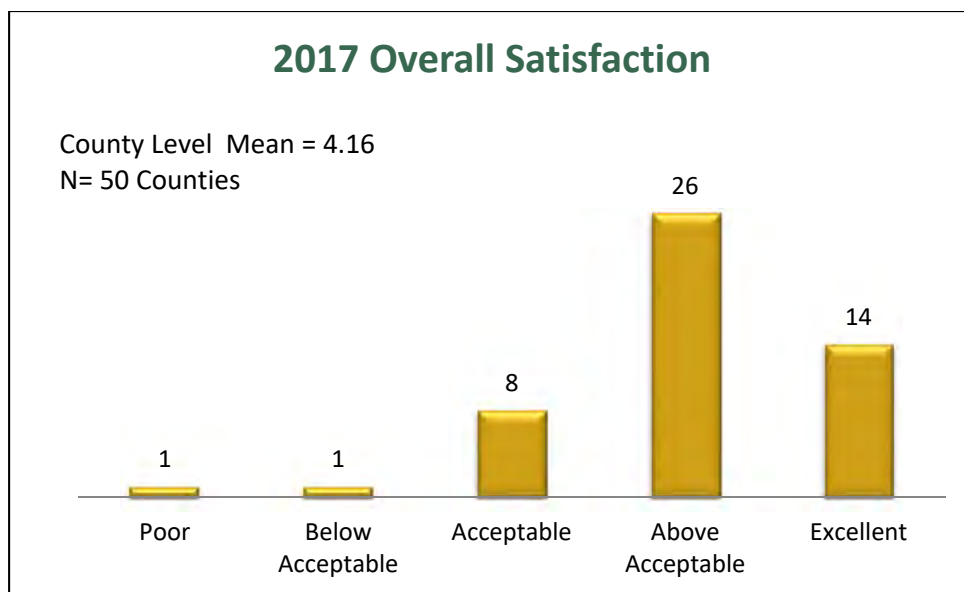
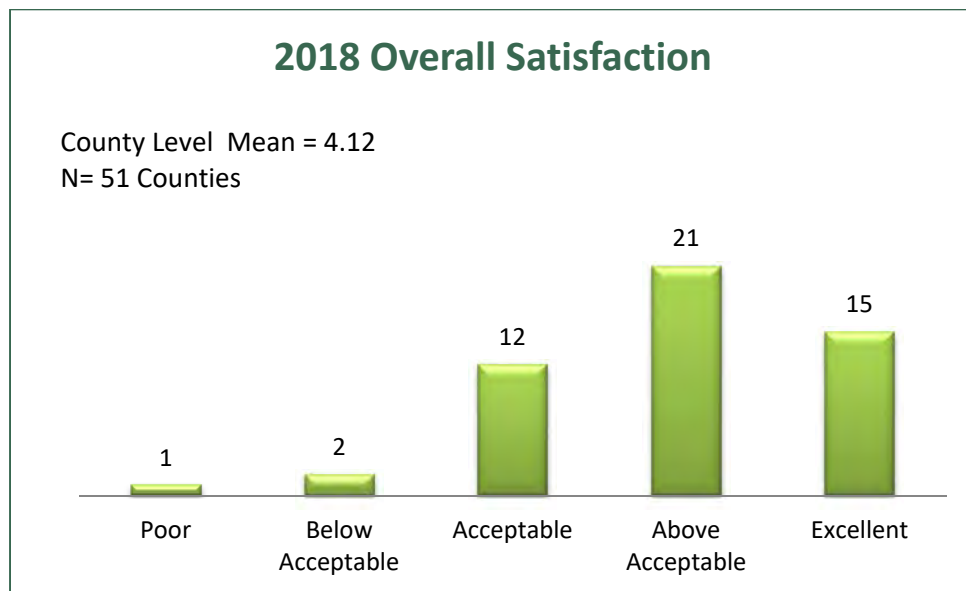




*Rate the responsiveness and service level of your county Extension personnel in meeting the needs of your county citizens.*



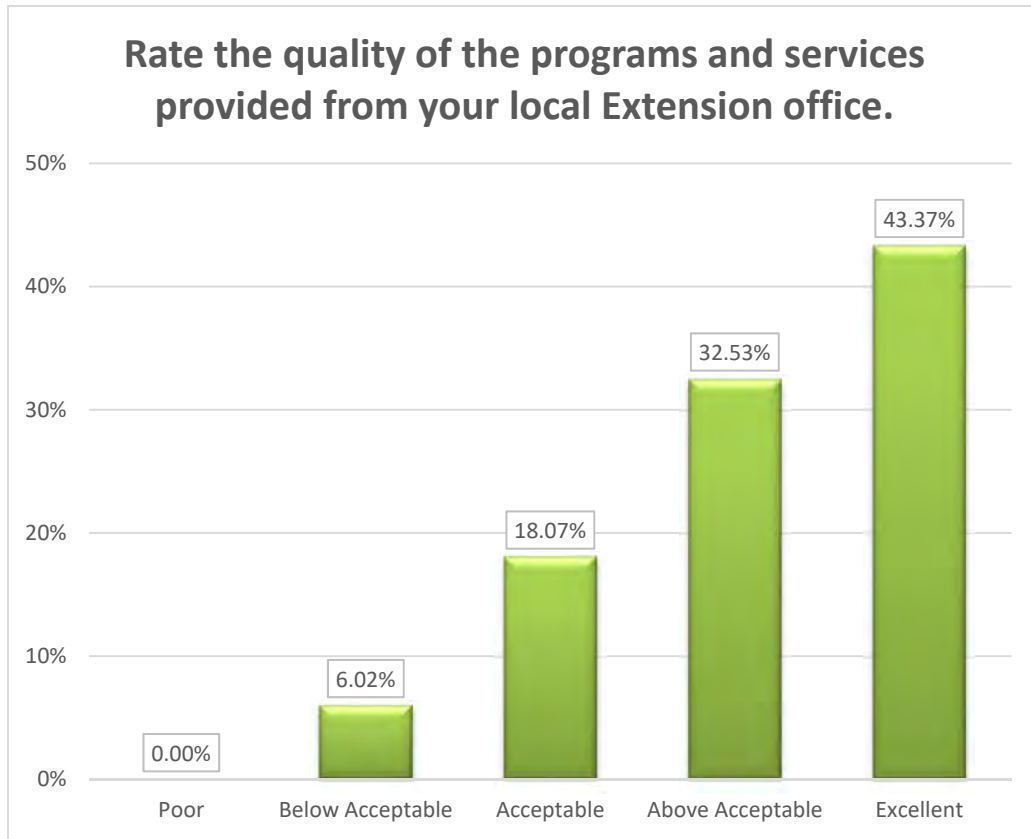
*Rate your overall satisfaction with the service the citizens receive from your local county/area Extension office.*





**Survey Results: Commissioner Level Data on Program Quality and Agent Ability**

As indicated below, commissioner responses were overall positive about CSU Extension program quality and the responsiveness of local agents.



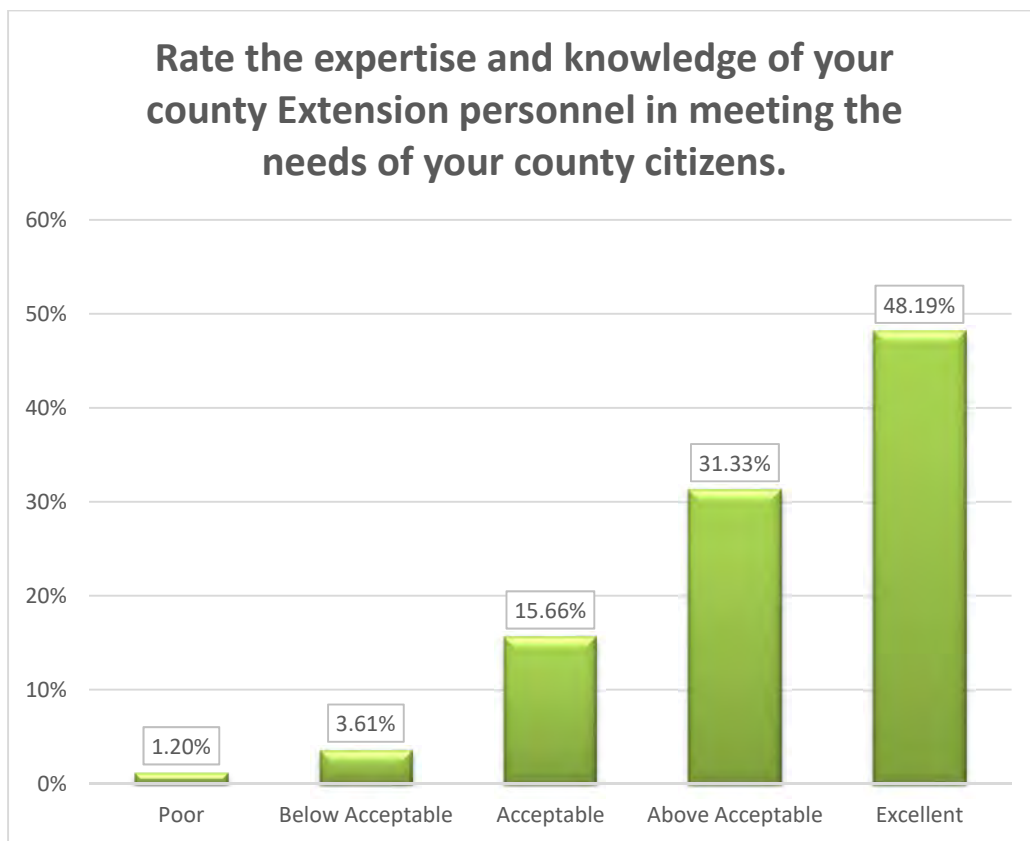
*Commissioners rated the **services provided from local Extension office** favorably, with 93.97% rated as acceptable, above acceptable or excellent.*



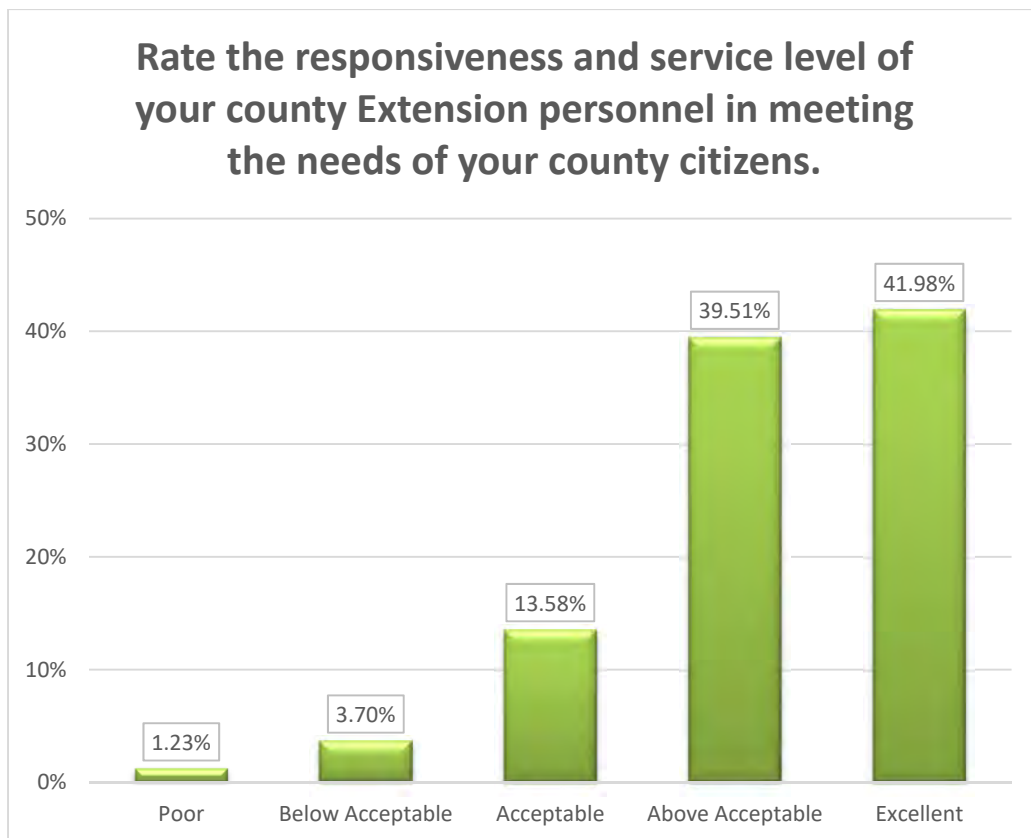
*Commissioners were satisfied with the **local offices' ability to meet the needs of each county**, with 92.77% rated acceptable, above acceptable or excellent.*



*The **value received** by the citizens from programs and services delivered by Extension was valuable, very valuable or highly valuable according to 92.68% of respondents. One commissioner noted: “They are a respected group of professionals that citizens feel comfortable working with and appreciate their knowledge and expertise.”*



*Commissioners rated the expertise and knowledge of Extension personnel positively, with 95.18% rated as acceptable, above acceptable or excellent. As one commissioner commented: “He is innovative and constantly looking for ways to involve citizens.”*



*The **responsiveness and service level** of Extension personnel in meeting the needs of citizens was found to be 95.07% acceptable, above acceptable or excellent. One commissioner comments: “The staff enjoy engaging with citizens and are always responsive to their questions.”*

### Regional Results Comparison: Commissioner Level Data

The table below reports commissioner responses divided into the three CSU Extension regions as percentages. As these percentages indicate, the three regions vary in their response trends.

Program quality is rated consistently high across all three regions. Overall, regions are most positive about Extension personnel knowledge and overall satisfaction; scores trend slightly lower with regard to quality and capacity.

2018 Regional Results Comparison									
	Excellent/Above Acceptable			Acceptable			Below Acceptable/Poor		
	Front Range	West	East	Front Range	West	East	Front Range	West	East
Program Quality	79%	75%	75%	16%	18%	19%	5%	7%	6%
Capacity	79%	75%	78%	11%	14%	19%	11%	11%	3%
Value	83%	75%	72%	11%	14%	22%	6%	11%	6%
Knowledge	79%	75%	83%	16%	14%	17%	5%	11%	0%
Responsiveness	94%	79%	78%	0%	11%	22%	6%	11%	0%
Satisfaction	88%	79%	72%	6%	11%	19%	6%	11%	8%

### Survey Comments: Kudos and Concerns

Each question on the survey allowed unlimited space for comments. Comments on local agents and offices were generally highly supportive. Comments continue to report leveraging Extension resources to partner with county efforts in nutrition, fire mitigation, parenting programs, water quality, and human services. Comments also raised concerns about local and regional capacity. Several responses suggested the need for more public awareness, and ideally more staffing, to increase impact and effectiveness.

#### Praise for Extension Agents and Services

- “All of our CSU Extension staff are excellent. Go above and beyond to make sure they help the citizens in our county. We truly are blessed by the staff here.”
- “We are thrilled with the ability to focus on what is most important to our community, and not to be too constrained by Extension requirements or expectations.”
- “Very pleased with the program, the involvement of CSU Extension at a higher level, and with our current CSU Extension agent and his involvement in our county and with the citizens. The 4-H program is growing under his direction and his knowledge of various issues is extensive and helpful on a daily basis.”
- “We have been able to utilize CSU Extension staff and their expertise in community prioritized endeavors. I feel it is a great two-way opportunity that brings the skill and services to the community and in turn elevates the presence and importance of CSU Extension in the community.”

### Concerns: Staffing and Outreach

- “Additional staff would be nice as our agent is spread thin offering classes and assistance to bordering counties. I understand the financial constraints on CSU & counties making this a difficult option.”
- “Agents do not stay long enough to develop and sustain programs.”
- “The Extension office is limited with only one staff person. Additional staff would really help enhance the office to better serve our county.”
- “Citizens can’t take advantage of programs they are unaware of. We need to do a better job of PR.”

### Recommendations from Respondents

- “As climate change continues to alter the landscape, the forage opportunities, our forest and our weather patterns here in the headwaters community we need CSU Extension to continue its leadership in bringing us the best available science, programs and expertise to allow adaptation to the challenges we will continue to face.”
- “Open positions need to be filled in a more timely manner.”
- “I think there is increasing interest in regenerative agriculture and carbon farming. It would be helpful for Extension to increase its expertise in this arena.”
- “Create more STEAM programs for youth and more engagement on climate change.”
- “CSU Extension should market to non-rural citizens about its services.”

### Conclusion

2018 survey data indicate that county officials feel positively about their agents and are highly satisfied with CSU Extension. Filling positions and continuing to consider county-specific interests and concerns through Extension programming and collaboration are items of interest for the coming year.

The Office of Engagement is working with CSU Extension to address issues raised and recommendations from respondents. This report will be made publicly available on the CSU website, through the CSU Extension and VP Engagement web pages. A link to the report is also mailed to all survey participants. The survey results are shared with CSU Extension program leaders and regional directors, to be used in planning and recommendations for 2020.

Board of Governors of the Colorado State University System  
 Meeting Date: May 7-8, 2019  
 Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Tony Frank, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Alpers, Ben	Procurement Services	02/22/19	02/22/19
Anderson, Jacie	Warner College of Natural Resources	03/15/19	03/25/19
Anderson, Tami	Health Network Counseling	01/01/19	01/18/19
Anderson, Tami	Health Network Counseling	01/01/19	01/18/19
Anderson, Tami	Health Network Medical	02/08/19	02/08/19
Anderson, Tami	Health Network Medical	02/28/19	02/28/19
Anderson, Tami	Health Network Counseling	03/18/19	03/22/19
Anderson, Tami	Health Network Counseling	03/18/19	03/22/19
Antonelli, Lara	Health Network Medical	03/18/19	03/22/19
Antonelli, Lisa	Health Network Medical	01/01/19	01/15/19
Beaty, Mark	CEMML	03/30/19	Unknown
Bollinger, Aaunterria	Ethnic Studies	04/10/19	08/15/19
Bondatelli, Johnna	Health Network Medical	01/07/19	01/07/19
Bondatelli, Johnna	Health Network Medical	01/14/19	01/14/19
Bondatelli, Johnna	Health Network Medical	01/28/19	01/28/19
Bontadelli, Johnna	Health Network Medical	02/04/19	02/04/19
Bontadelli, Johnna	Health Network Medical	02/18/19	02/18/19
Bontadelli, Johnna	Health Network Medical	02/25/19	02/25/19
Bontadelli, Johnna	Health Network Medical	03/04/19	03/04/19
Bontadelli, Johnna	Health Network Medical	03/11/19	03/11/19
Bontadelli, Johnna	Health Network Medical	04/22/19	04/22/19
Bontadelli, Johnna	Health Network Medical	04/29/19	04/29/19



Board of Governors of the Colorado State University System  
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<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Caffey, Sherie	Peaks and Plains Region	12/13/18	12/31/18
Carillo, Ian	Sociology	01/08/19	01/01/19
Cespedes, Karina	Ethnic Studies	01/01/19	08/16/19
Cespedes, Karina	Ethnic Studies	03/01/19	08/16/19
Cespedes, Karina	Ethnic Studies	04/01/19	05/31/19
Clark, Marcy	Health Network Counseling	01/01/19	01/10/19
Clark, Marcy	Health Network Counseling	03/18/19	03/22/19
Cleary, Rebecca	Ag and Resource Economics	01/28/19	Unknown
Courage, Katherine	College of Natural Sci	01/24/19	01/24/19
Courage, Katherine	College of Natural Sci	01/28/19	01/31/19
Courage, Katherine	College of Natural Sci	02/04/19	02/14/19
Elffner, Terri	Health Network Medical	12/07/18	12/27/18
Elffner, Terri	Health Network Medical	01/07/19	01/30/19
Elffner, Terri	Health Network Medical	01/07/2019	01/30/19
Elffner, Terri	Health Network Medical	02/01/19	02/28/19
Elffner, Terri	Health Network Counseling	03/01/19	03/29/19
Elffner, Terri	Health Network Medical	04/05/19	04/26/19
Elkins, Mary	Honors Program	11/22/18	01/01/19
Elkins, Mary	Honors Program	01/24/19	05/15/19
Everett, Ashley	Communications and Creative Services	01/02/19	02/11/19
Gaitan, Larry	CEMML	01/11/19	01/11/19
Gerlitzki, Elizabeth	Health Network Medical	01/01/19	01/15/19
Gerlitzki, Elizabeth	Health Network Medical	03/18/19	03/22/19
Hardy, Christine	Clinical Sciences	1/10/19	1/31/19
Hardy, Christine	Clinical Sciences	02/08/19	02/28/19
Hardy, Christine	Clinical Sciences	03/08/19	03/31/19
Hargis, Lauren	CEMML	02/13/19	Unknown
Hazanov Lahav, Galina	Health Network Counseling	03/18/19	03/22/19
Heifner, Lisa	Health Network Counseling	12/04/18	12/18/18
Heifner, Lisa	Health Network Medical	03/01/19	03/01/19
Heifner, Lisa	Health Network Medical	03/21/19	03/21/19
Heifner, Lisa	Health Network Medical	03/26/19	03/26/19
Heifner, Lisa	Health Network Medical	03/27/19	03/27/19
Held, Marie	CEMML	02/19/19	02/19/19
Herman, Daniel	Health Network Counseling	03/04/19	03/08/18
Herman, Daniel	Health Network Counseling	03/25/19	03/29/19
Hoening, Mark	Health Network Medical	01/01/19	01/31/19
Hoening, Mark	Health Network Medical	02/01/19	02/28/19
Hoening, Mark	Health Network Medical	02/01/19	03/29/19
Hoening, Mark	Health Network Medical	03/01/19	03/29/19
Hoening, Mark	Health Network Medical	04/01/19	04/30/19

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Report Item

<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Hurd Terpstra, Cynthia	Health Network Counseling	01/01/19	01/11/19
Hurd Terpstra, Cynthia	Health Network Counseling	03/18/19	03/22/19
Hurd Terpstra, Cynthia	Health Network Medical	04/12/19	04/12/19
Hurd Terpstra, Cynthia	Health Network Medical	04/23/19	04/23/19
Ipson, Annabel	Sociology	01/01/19	08/16/19
Jeffryes, Melissa	Health Network Counseling	01/01/19	01/21/19
Jeffryes, Melissa	Health Network Counseling	03/21/19	03/21/19
Jeffryes, Melissa	Health Network Medical	04/01/19	04/05/19
Kemp, Pamela	Health Network Counseling	01/01/19	01/04/19
Kemp, Pamela	Health Network Counseling	02/06/19	02/06/19
Kemp, Pamela	Health Network Counseling	03/18/19	03/22/19
Knoeck, Matthew	Laboratory Animal Resources	02/19/19	Unknown
Kruckman-Gatesy, Carolynne	Envrionmental and Radiological Health Services	01/23/19	03/11/19
Kruckman-Gatesy, Carolynne	Envrionmental and Radiological Health Services	02/01/19	Unknown
Loeb, Lori	Health Network Counseling	03/18/19	03/22/19
Long, Heidi	CEMML	02/20/19	Unknown
Long, Heidi	CEMML	03/18/19	04/05/19
Lucas, Rachel	Health Network Counseling	03/15/19	03/15/19
Lucas, Rachel	Health Network Counseling	03/18/19	03/18/19
Manahan, Theodore	Animal Sciences	5/20/19	8/23/19
Mann, Bruce	Lory Student Center	12/3/18	12/28/18
Mann, Bruce	Lory Student Center	01/02/19	01/31/19
Mann, Bruce	Lory Student Center	02/04/19	02/28/19
Mansah, Ashley	College of Natural Sci	01/10/19	01/11/19
Mansah, Ashley	College of Natural Sci	01/18/19	01/18/19
Mansah, Ashley	College of Natural Sci	01/28/19	01/28/19
Matthews, Jon	Health Network Medical	01/02/19	01/02/19
Matthews, Jon	Health Network Medical	01/09/19	01/09/19
Matthews, Jon	Health Network Medical	01/16/19	01/16/19
Matthews, Jon	Health Network Medical	01/23/19	01/23/19
Matthews, Jon	Health Network Medical	01/30/19	01/30/19
Matthews, Jon	Health Network Medical	02/06/19	02/06/19
Matthews, Jon	Health Network Medical	02/13/19	02/13/19
Matthews, Jon	Health Network Medical	02/20/19	02/20/19
Matthews, Jon	Health Network Medical	02/27/19	02/27/19
Matthews, Jon	Health Network Medical	03/06/19	03/06/19
Matthews, Jon	Health Network Medical	03/13/19	03/13/19
Matthews, Jon	Health Network Medical	03/20/19	03/20/19
Matthews, Jon	Health Network Medical	03/27/19	03/27/19
Matthews, Jon	Health Network Medical	04/03/19	04/03/19
Matthews, Jon	Health Network Medical	04/10/19	04/10/19
Matthews, Jon	Health Network Medical	04/17/19	04/17/19
Matthews, Jon	Health Network Medical	04/22/19	04/22/19

## Board of Governors of the Colorado State University System

Meeting Date: May 7-8, 2019

## Report Item

<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Mellon, April	Health Network Medical	01/01/19	01/11/19
Mensah, Ashley	Warner College of Natural Resources	01/25/19	01/25/19
Mensah, Ashley	Warner College of Natural Resources	03/07/19	03/08/19
Mensah, Ashley	Warner College of Natural Resources	03/21/19	03/22/19
Mittapelly, Priyanka	Bioag Sci & Pest Management	01/28/19	02/01/19
Nelson, Raechel	Health Network Medical	01/02/19	01/10/19
Nelson, Raechel	Health Network Medical	03/18/19	03/22/19
Orswell, Forrest	Student Legal Services	02/04/19	02/05/19
Oxenhandler, Jenna	Fort Collins Diag Lab	12/01/18	Unknown
Pettner, Chelsea	Continuing Education - Administration	01/18/19	Unknown
Roberts-Goranson, Shari	Laboratory Animal Resources	02/07/19	Unknown
Simonson, Sara	Natural Resource Ecology Laboratory	3/14/19	Unknown
Tasker, Elizabeth	Colorado Natural Heritage Prog	01/01/19	04/30/19
Towns, Amy	Health Network Medical	01/01/19	01/29/19
Velez, Marielys	CEMML	02/04/19	Unknown
Velez, Marielys	CEMML	03/01/19	03/15/19
Velez, Marielys	CEMML	03/18/19	Unknown
Veneable, Esther	Languages, Literature, and Cultures	02/01/19	Unknown
Vesty, Jill	Health Network Medical	01/02/19	01/15/19
Vesty, Jill	Health Network Medical	03/18/19	03/22/19
Whitesell, Julie	Health Network Medical	01/02/19	01/15/19
Whitesell, Julie	Health Network Medical	03/18/19	03/22/19
Wolf, Jesse	Health Network Counseling	03/14/19	03/14/19

# Section 5

## *CSU-Pueblo Campus Reports*

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



**Colorado State University –  
Pueblo**  
**Associated Students' Government**



## May 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 Year Recap:

- This has been a great year for students here at CSU-Pueblo. We are just now finishing up our student awards week and I can honestly say I am filled with joy. Throughout this week I have seen many students in tears of joy receiving their awards with pride. I think at this time it is important to highlight some incredible new traditions that happened this year before having the pleasure to introduce our next CSU-Pueblo Student Representative.
  - Pack Kick-Off
    - This event was a collaboration between Athletics, S.E.A.L, and volunteers from ASG. This was a night event hosted at the Thunderbowl. At the beginning of the night students were able to attend Casino Night on the patio overlooking the football field. Casino Night had a variety of card games with the chance to win tickets. These tickets were used to enter a raffle for different prizes. Immediately following Casino Night, the students headed down to the field to either eat free pancakes, make spray paint t-shirts, or race through an inflatable obstacle course. Campus ministries provided the free pancakes. Shortly after sunset, the event concluded with a fireworks display put on by S.E.A.L. This event had just over 800 students in attendance. This event was presented to the board in October through a video.
  - Tundra's Tailgate

- In the past there has never really been a student tailgate at CSU-Pueblo football games or other sporting events. Students often had to find their own non-school operated tailgates with community member or families. This distanced the students from one another and didn't provide a tailgating community atmosphere. Athletics saw this issue, and came to S.E.A.L and ASG to help generate a new concept that would better student involvement at sporting events. The result of this collaborations was a free tailgate to students for home football games that had free food and drinks provided by donation from both the on campus food source A'viands along with outside beverage vendors. I am proud to announce that this event will continue to be available to students next year.
  - 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. Winter Wonderland also won event of the year at the CSU-Pueblo Student Engagement and Leadership Awards.

### **Next Year Initiatives:**

- My name is Kacie Adair and I have been elected as the 2019-2020 Associated Students' Government President. I am a senior at Colorado State University-Pueblo where I am studying to complete both my bachelor's degree in business management with an emphasis in marketing and a minor in leadership studies and my master's degree in business administration. I will be graduating in the spring of 2020 with both degrees. I grew up in a small town of roughly 1,000 people called Rye, Colorado and upon my high school graduation was awarded a \$100,000 scholarship to any school of my choosing in the United States. I chose CSU-Pueblo for many reasons, but mostly because it felt like home to me and after considering many schools in Colorado it was the place that I felt I could truly make the biggest impact. At CSU-Pueblo I am a member of the President's Leadership Program and also work in the Office of Student Engagement and Leadership. I also currently serve as the President of Pueblo Rotaract, which is a young professionals organization that

aims to serve the youth of Pueblo by providing K-12 students in need with warm winter coats through a project called Coats 4 Kids. In my free time, I enjoy spending time with my family and am an avid golfer. After graduating from CSU-Pueblo, I hope to eventually work in a hospital on the business side. This year, I will be serving our students alongside a phenomenal team of leaders at CSU-Pueblo. Wesley has asked me to present on a few of the initiatives we are hoping to tackle over the year. I'm sure that you are all familiar with our University's new vision, when we were developing our initiatives for the year, we worked hard to align our initiative to that vision, so as I go through them, you may recognize a few key words. These initiatives are still in the early stages, but we are very excited to move forward with them and see how they evolve as the year goes on.

- Empower Students
  - A key component to empowering students is in our opinion, retention. At CSU-Pueblo and any other University, increasing the retention rate is a large focus. As part of this initiative, our team plans to further traditions in hopes of increasing retention. Wesley just spoke to you about the incredible success our University saw with events like Pack Kick Off, Tundra's Tailgate and Winter Wonderland. Our goal over the next year, is to bring all of these events back in order to create a greater sense of tradition on this campus and also to involve the community more in these annual events. Our hope is that through getting involved with these great traditions, our students will feel a greater sense of community and make connections that will encourage them to stay at our University.
- Engage Place
  - This initiative focuses on creating a greater sense of community for our students. Over the years I have spent at CSU-Pueblo, I have found that we are not always as connected with the community of Pueblo as I believe we could be. The Pueblo community is a thriving community with many opportunities for students. In order to make students more aware of these opportunities, we plan to revamp a former ASG initiative called the Student Discount Program. The Student Discount Program partners with various restaurants, shops, and activities all over Pueblo to give students discounts in these establishments. The hope is that through bringing this program back and revamping it, students will get away from campus and experience what Pueblo has to offer, which in turn will encourage them to stay in Pueblo after they graduate.
- Developing People
  - Our new vision states that "our goal is to equip our students – and ourselves – no longer with disciplinary knowledge alone, but with problem solving skills and hands-on experiences that will allow our

graduates to make significant contributions to their families, their communities and the world". We believe that these skills and experiences are considered soft skills. To us, soft skills are essential components that will increase someone's success in their workplace and in life itself. These are the skills that you don't always learn in a typical classroom such as conflict resolution, computer skills, and customer service, just to name a few. We feel that it is incredibly important for our students to learn these skills while they are in college. Our goal is to start implementing programs that will teach students these soft skills. We would also like to implement a way of tracking these experiences so that students can use them on their resumes when seeking future employment.

### **In Closing:**

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



**Colorado State University System  
Board of Governors**

**CSU-Pueblo Faculty Representative Report  
Respectfully submitted by Susan Belport  
April 23, 2019**

**Colorado State University-Pueblo AY 2018-19  
Senate Meeting Agenda OSC 006 Great Plains  
April 22 2019, 3:30 PM to 4:30 PM  
(1<sup>st</sup> Hour Outgoing Senators)**

- I. Call to Order: Margie Massey
- II. Approval of agenda
- III. Approval of minutes (March 25, 2019)
- 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. Approval – Chair’s Report – (CAPB) – Arlene Reilly-Sandoval
- 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: April 22, 2019 - Minutes are not available):

- President Mottet
  - Tana Baird, new Registrar will start May 15<sup>th</sup>
  - Karl Spiecker announced retirement December 2019
  - HR Director: national search
  - BOG May: balanced Budgeting and finance report
    - report on vision implementation plan
  - Discussed International Office processes, student meetings two complete with another scheduled April 23, 2019/ Proposing a multicultural center
  - Discussed Mass Communications 4 involuntary separations/ low faculty to student ratios for several years
    - Involuntary separations were based on student/ faculty ratios and program requirements
- Provost Abdelrahman
  - Director of Graduate Studies part-time- Dr. Susan Belpert summer 2019 start date
  - Summer and Fall 2019 enrollment; increased summer course offerings with summer 2020 incentives expected/ advising/ housing/ student resources and financial services considerations
    - Evaluating funding for SEED, SURP, and other scholarly activities post grant
- Committee Reports/ Senate President - Margie Massey
  - Equity request deadline has passed FCC will review and submit recommendations to the Provost office
  - Approval – Chair’s Report – (CAPB) – Arlene Reilly-Sandoval (attached below)
  - Several committee member openings next year and CHASS has not met to determine faculty senate replacement members - Committee on Shared Governance (CSG) – Chris Messer
  - No motions – two tabled motions will be on the August agenda
  - Term members thanked for their service and 2019-2020 members introduced

# CURRICULUM and ACADEMIC PROGRAMS BOARD

## SPRING 2019 CHAIR’S REPORT to COLORADO STATE UNIVERSITY-PUEBLO FACULTY SENATE

- I. **PURPOSE:** To recommend to the Faculty Senate on matters of undergraduate and graduate curriculum, program development and review, and policies and procedures regarding curriculum and academic programs.

**II. MEMBERSHIP:** The following members of the CSU-Pueblo community have served as members of the CAP Board during this reporting period:

Mr. William Bencini	CEEPS
Dr. Ruth DePalma	CEEPS
Dr. Susan Calhoun-Stuber	CHASS
Ms. Janet Nichols, Chair	CSM
Dr. Rick Huff	HSB
Dr. Helen Caprioglio (ex-officio-NV)	Provost's Office
Dr. Frank Zizza	CSM
Ms. Sandy Hudock	Library
Dr. Arlene Reilly-Sandoval	CHASS/Faculty Senate Representative
Ms. Amy Robertshaw (ex-officio-NV)	Registrar
Ms. Brianna Bueno (ex-officio-NV)	Records

NV = Non-voting

**III. MEETINGS and REPORTS:** minutes and reports will be available on the I-drive

Fall	Spring
Sept. 12	Jan. 23
Sept. 19	Feb. 6
Sept. 26	Feb. 13
Oct. 03	Feb. 27
Oct. 10	Mar. 6
Oct. 17	Mar. 27
Oct. 24	Apr. 3
Oct. 31	Apr. 10
Nov. 7	Apr. 17
Nov. 14	

**IV. ACCOMPLISHMENTS:**

- Continued to update and streamline Program Review Self-Study
- Continued interactions with New Program Proposals called for by Provost for Chancellor
- Approval of three new programs
  - BS in Health Science
  - BA in Humanities and Social Sciences
  - BS in Interdisciplinary Studies
- Kuali Student went off-line
- Items maintained on I drive
  - Meeting minutes and Board Reports
  - Current programs under review

**V. ONGOING ACTIVITIES:**

- Program review, evaluation and recommendation including CAP Board Seminar Panel representatives
- Review of Curriculum Proposals

- Complete 10-year Program Review schedule available on the Program Review Information page of the CAP Board website

**CURRICULUM and ACADEMIC PROGRAMS BOARD**  
**SPRING 2019 PROGRAM REVIEW and RECOMMENDATION REPORT to**  
**COLORADO STATE UNIVERSITY-PUEBLO FACULTY SENATE**

The performance of Program Reviews is mandated, so performance of them in a timely and expeditious manner is in the best interest of those affected.

Five programs were reviewed during the Spring 2019 semester. Programs are listed with CAPB seminar panel member:

Engineering undergraduate, Rick Huff

Engineering graduate, Rick Huff

English undergraduate and graduate, Janet Nichols

History undergraduate, Ruth DePalma

Psychology undergraduate, Sandy Hudock

Biology undergraduate and graduate, Frank Zizza

**In review of Masters' programs, we are concerned with low enrollment and available resources.**

Recommendations for each program follow:

Engineering undergraduate: continue with support that resources be allocated to highlight the accomplishments of the program, i.e. Student team one of only 10 chosen to compete at a NASA function this spring.

- Engineering graduate: continue with support of action plan, but with serious concerns about enrollment.
- English undergraduate: continue with strong support for action plan.
- English graduate: continue with support of action plan, but with serious concerns about enrollment.
- History undergraduate: continue with strong support for action plan.
- Psychology undergraduate: continue with the recommendation that the funding for tenure track positions in the Psychology Program be a priority.
- Biology undergraduate and graduate: continue with the recommendation that the funding for a tenure track position in molecular biology be reinstated.

**Colorado State University-Pueblo AY 2018-19  
Senate Meeting Agenda OSC 006 Great Plains  
March 25 2019, 3:30 PM to 5:30 PM**

- X. Call to Order: Margie Massey
- XI. Approval of agenda
- XII. Approval of minutes (February 18, 2019)
- XIII. Information Items/Reports/Guests
  - D. President Mottet
  - E. Provost Abdelrahman
  - F. Senate President - Margie Massey
- XIV. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
  - a. 2<sup>nd</sup> Reading – 3+2 Catalog Language (APSB) – Matt Cranswick
  - b. 2<sup>nd</sup> Reading – BA – Music Foreign Language Requirement – (APSB) – Matt Cranswick
  - c. 2<sup>nd</sup> Reading – Military Student Registration Catalog Language – (APSB) – Matt Cranswick
  - d. 2<sup>nd</sup> Reading – Military Student Priority Registration (APSB) – Matt Cranswick
  - e. 2<sup>nd</sup> Reading – Transcription of Certificate Programs – (APSB) – Matt Cranswick
  - f. 2<sup>nd</sup> Reading – Clarify Handbook Language – (FPP) – Kathryn Balek
  - g. 2<sup>nd</sup> Reading – Handbook Language to Recognize Long-Term At-Will Faculty – (FPP) – Kathryn Balek
  - h. 2<sup>nd</sup> Reading – Handbook Language Enabling At-Will Faculty to Participate in Shared Governance – (FPP) – Kathryn Balek
  - i. 2<sup>nd</sup> Reading - BS Interdisciplinary Studies – (CAPB) – Arlene Reilly-Sandoval
- XV. Committees/Boards Reports -
  - a. Academic Programs and Standards Board (APSB) – Matt Cranswick
  - b. Committee on Shared Governance (CSG) – Chris Messer
  - c. Curriculum and Academic Programs Board (CAPB) – Arlene Reilly-Sandoval
  - d. Faculty Compensation Committee (FCC) – Margie Massey
  - e. 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
- XVI. Faculty Representatives –
  - a. Board of Governors (BoG) – Susan Belpport
  - b. Colorado Faculty Advisory Council (CFAC) – Steve McClaran
- XVII. New Business –
- XVIII. Adjournment

## **Faculty Senate (FS) Key Discussions/ Actions**

(Report: March 25, 2019 Minutes approved):

- President Mottet
  - Points of Pride videos will be going out weekly.
  - Budgeting and finance – working to balance FY20 budget, currently a gap of \$3M, making good progress on that. Reminder that 40% of gap is budgeting for a 3% raise; another part of the gap is budgeting for declining enrollment in the fall. Has asked for recommendations on cost saving measures, to date there are 81 suggestions; PBAC will be reviewing those. Continued interest in VSIP.
  - Charge out to the VPs about assessing efficiencies across the university; how restructure to become more efficient. Charges to Provost – low enrolling classes, faculty workload – policies to ensure consistency across campus.
  - Visioning process making good progress, BOG meets the first week of May & our documents are due at the end of April. Seven working groups across campus are working on the 10 initiatives to develop best practices documents, with a price tag attached to each. Also producing a video to illustrate what initiatives will look like on campus. VPs and President working on sustainability report – how can we become sustainable going forward, how big do we need to be? How to get programs to capacity? What are the configurations of students we need to achieve our goals?
- Provost Abdelrahman
  - There is good stuff happening - adding faculty to growing programs, Social Work & Nursing, expansion of online programs, first director of Graduate programs, accreditation going well.
  - Faculty issues: promotion tracks for lecturers being discussed; also expanding educational benefits supported.
  - Compensation, equity issues are being addressed
  - Low enrolling classes, reassigned time – working on these issues
  - Can provide a little more funding for SEED, SURP, and other scholarly activities
  - ORSP director – funding from indirect sources
  - VSIP – 6 applications received and approved so far
- Committee Reports/ Senate President - Margie Massey
  - Call for equity requests sent out – if you're wanting target salary, contact FCC members. Evaluations and recommendations by FCC does not insure they'll be funded.
  - Committee on Shared Governance (CSG) – Chris Messer – need numbers to appoint
  - Many committees: no report however meetings are scheduled over the next two weeks
  - Faculty Compensation Committee (FCC) – Margie Massey – equity review requests, questions, contact FCC member for assistance with request. Requests will be reviewed after deadline in April and recommendations will be made to the Provost.
  - Faculty Procedures and Policies Committee (FPP) – Kathryn Balek – has met, tabling workload discussion and starting to look at educational benefits for at will.
  - General Education Board (GEB) – Justin Holman – met, approved math 101, 120; testing on seniors as part of assessment
  - Scholarly Activities Board (SAB) – Mel Druelinger – working their way through SEED, SURP proposals; received more 2.5 times the requests vs how much money we have to spend, provost will try to find additional money
  - New Business: Questions about staffing patterns, potential faculty cuts

**Motions:**

- a) **Motion/ Approved:** 3+2 Catalog Language (APSB) – Matt Cranswick
- b) **Motion/ Approved:** BA – Music Foreign Language Requirement – (APSB) – Matt Cranswick
- c) **Motion/ Approved:** Military Student Priority Registration (APSB) – Matt Cranswick
- d) **Motion/ Approved:** Military Student Registration Catalog Language – (APSB) – Matt Cranswick
- e) **Motion/ Approved:** Transcription of Certificate Programs – (APSB) – Matt Cranswick
- f) **Motion/ Approved:** Clarify Handbook Language – (FPP) – Kathryn Balek
- g) **Motion/ Approved:** Handbook Language to Recognize Long-Term At-Will Faculty – (FPP) – Kathryn Balek
- h) **Motion/ Approved:** BS Interdisciplinary Studies – (CAPB) – Arlene Reilly-Sandoval
- i) **Tabled:** *2<sup>nd</sup> Reading – Handbook Language Enabling At-Will Faculty to Participate in Shared Governance – (FPP) – Kathryn Balek (tabled for further consideration)*



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

TO: Colorado State University System Board of Governors

FROM: Timothy Mottet

SUBJECT: May 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 updates on five university initiatives/programs and press coverage we have received since the February 2019 Board meeting.

## ENHANCING CULTURE

Governor Tuor visited the campus on April 3 and 4 and interacted with approximately 100 faculty and staff. Her message focused on organizational change and leadership. Governor Tuor interacted with the senior leadership team, members of the visioning task force, women's leadership group, as well as a group of 30 faculty, staff, and students from across the university in a fireside conversation in the student center.

## FALL 2019 ENROLLMENT

We continue to anticipate enrollment results that are significantly better than last fall's 5% decline, and anticipate progress towards arresting our enrollment declines. We have revised our budget estimates to reflect a 2% decline, rather than the -3.2% modeled earlier in the cycle. This is based off our enrollment activity to date, and the new student trends we are seeing for fall. While our overall enrollment numbers are currently below target, new student growth is on pace to meet or outperform our projections. While new freshmen and transfer populations are enrolling at a slightly lower rate than targeted (12 fewer students than target) that is believed to be entirely due to timing of new student advisement appointments. We actually have significantly higher application, admit, and deposit numbers within those populations than we did this time last year. In fact, deposits have increased by 24% YTD (87 students), which is our single best predictor of new student enrollment. We also recently launched our yield survey, which helps us identify the intent of new students to enroll, and to work on converting those who are likely to enroll with some coaxing, as determined through our predictive models. We continue to monitor continuing student enrollment and are undertaking efforts to keep them engaged and moving towards re-enrollment.

## ALIGNING EXPENSES WITH REVENUES

To resolve the \$3 million needed to have a balanced budget for FY20, we engaged in the following processes:

- We conducted two information sessions reaching 50% of campus. The information sessions informed all stakeholders of our current budget deficit and enrollment trends.
- Beginning last July 2018, the President's Budget Advisory Council (PBAC) met regularly to develop a set of budget reduction strategies that resulted in a prioritized set of recommendations including offering a voluntary



incentivized separation program, developing policies around low enrolling classes and faculty reassigned time, and making work more efficient through technological enhancements.

- We engaged the PBAC in a series of meetings where we presented institutional data on expenses and revenues, enrollment patterns, faculty-to-student ratios and staff-to-student ratios.
- We invited the campus to take part in a survey where 82 of our 514 full-time employees generated over 52 ideas. These ideas have been prioritized and the PBAC will continue to implement these ideas to continue the alignment process moving forward.
- The vice presidents engaged their stakeholders in conversations about how to increase revenues and efficiencies as well as how to reduce expenses while preserving the student experience. The vice presidents brought these recommendations to PBAC and cabinet where all were supported.

This process yielded the following decisions:

- We are processing 24 employee separations from the university including eight involuntary and 16 voluntary. The eight involuntary separations will result from a restructuring of our Center for International Programs as well as the non-renewal of tenure-track faculty positions and support positions in areas where enrollment no longer supports the positions.
- The 16 voluntary separations included eight tenured faculty who took advantage of the voluntary incentivized separation program as well as other faculty and staff positions that will not be replaced due to attrition. We used \$303,000 of the \$500,000 that was given to us from the Governors to fund the voluntary incentivized separation program for tenured faculty.
- In addition to reduction in employees, each executive leader generated additional savings by engaging stakeholders. Through this process, we closed our \$3 million gap to \$372,000. The remainder will be identified prior to the beginning of the new fiscal year.

Total contributions to \$3 million gap:

President's Office	\$80,000
VP Holliday	\$513,000
VP Abdelrahman	\$1,900,000
VP Spiecker	\$135,000
Total	\$2,628,000

## ACADEMIC QUALITY

*HLC Accreditation Update.* CSU-Pueblo has made multiple improvements in process and procedures in response to concerns from the spring 2017 HLC comprehensive review. The three focus areas for our interim report due to HLC on May 31, 2019 are Program Alignment and Assessment, Adjunct Faculty Evaluation, and Fiscal Capacity and Sustainability. Clarification of student learning outcomes, stratification of course performance expectations, and standardized syllabus details have provided clear communication to students. The restructured Institutional Effectiveness Committee has updated our university assessment plan. Assessment training and campus discussions have informed updating of student learning outcomes in academic programs as well as assessment plans for all campus units, to inform continuous improvement. Accredited programs have addressed all concerns from their site visits.

The General Education assessment plan has been updated and implemented by the General Education Board. Vision 2028 initiatives include a focus on general education and capstone learning outcomes, which would incorporate curricular and co-curricular student experiences. Titled faculty evaluations have been implemented and have provided useful feedback for decision-making and to inform future efforts in onboarding new faculty. Title IV funding and procedural updates have provided documentation of our addressing of previous audit findings. Information on our current budget status has been communicated in full to our HLC liaison and appropriate evidence is being collected for the interim report. Campus faculty and staff continue to work on improvements in all areas and on gathering documentation for the comprehensive report and site visit in November 2020.

*Accreditation of Business & Nursing.* During the spring 2019, the AACSB Business Accreditation of the Hasan School of Business was fully extended for another five years. This is the same accreditation as other prestigious business schools in Colorado, across the nation and around the world. For over a century, AACSB accreditation has been synonymous with the highest standards in business education and has been earned by only 5 percent of the world's schools offering business degrees at the bachelor level or higher. The intense peer-review process confirms a school's continued focus on excellence in all areas, including teaching, research, curricula development, and student learning. Colorado State University-Pueblo's dedication to delivering high quality business education will create the next generation of great leaders.

The Hasan School has held AACSB accreditation since 2004. Recent innovations include their online MBA available in a one-year condensed schedule as well as the new cyber-security emphasis in computer information systems, which has been recognized as a top ten program nationally for performance on the National Cyber League (NCL) student cyber-security competition. The Hasan School of Business online MBA was recently ranked 160 out of 301 institutions in U.S. News and World Report. Schools are ranked according to their performance across a set of widely accepted indicators of excellence.

*Accreditation for Nursing Graduate Programs.* The School of Nursing had its re-accreditation visit for the Masters and Post Masters Certificate on March 12-14, 2019. The visit went very well and with positive feedback from the site visitors. It was noted that we have several quality aspects including: partnership with Student Health Services for practice and precepting, community support with Parkview Hospital, and support to be in the new psychology building. At the present time we have received the report for review of "matters of fact" and from that have learned the site visitor's recommendations were consistent with the site visitor's verbal report.

The nursing school at CSU-Pueblo was recently ranked No. 162 (tie) out of 562 in [Best Nursing Schools: Master's](#) by U.S. News and World report. Schools are ranked according to their performance across a set of widely accepted indicators of excellence. In addition, the BSN program was ranked #4 of 20 Best RN Programs in Colorado by RegisterdNursing.org and the Adult/Gerontology Acute Care/Family Nurse Practitioner program was named a top pick in Colorado for "Best Value Nursing Program" by GraduateNursingEDU.org.

## HUMAN RESOURCES

Karl Spiecker has announced his retirement, effective at the end of this year (December 31, 2019). His departure provides another opportunity to re-evaluate our current structure and consider added efficiencies at a system level through our growing relationship with CSU System.

Tanya Baird will be appointed as the university's new Registrar. Tanya began working at CSU-Pueblo in 2006, serving as Internship Coordinator in the Career Center. From 2012-2016, she worked as the Executive Assistant to the Provost and in March 2017 she began working as a Student Information Systems Analyst in the Registrar's Office. Currently, Tanya is one of the project managers for the Banner SIS implementation project. Since Banner is instrumental to the operations of the Registrar's office, Tanya will still be involved in the implementation of Banner on our campus.

Tommie Johnson was hired as the 11<sup>th</sup> head women's basketball coach in program history. Tommie comes from Denver University where he was the assistant women's basketball coach. Tommie returns home, having worked at CSU-Pueblo from 2008 to 2016. He fits Vision 2028 perfectly as an individual who knows how to recruit the type of student-athlete who will exemplify resiliency, agility and problem-solving abilities.

Matt Hammer was hired at the 7<sup>th</sup> head coach in program history for CSU-Pueblo men's basketball. He comes from Sheridan College in Wyoming where he won 73% of his games, including a 31-4 record in 2018-19. Matt was Mr. Basketball in South Dakota before becoming an MVP player at Northern State University.

## CSU-PUEBLO IN THE NEWS

*CSU-Pueblo to offer Great Debate program.* Colorado State University-Pueblo will partner with the National Hispanic Institute to present the Colorado Great Debate program for 150 high school students this summer. The program, which will run June 27 through July 2, is the first part of a three-year leadership curriculum designed to engage and develop youth who demonstrate early promise as community leaders. The program is designed to help students advance their communications skills, increase their self-confidence in public speaking, and develop critical thinking and analytic skills.

NHI's high school programs have 98 percent of participants going on to college and 90 percent of those completing a degree within five years of enrollment." The institute provides Latino leadership education programs to top-performing high school students in the United States, Mexico, Latin American and South American countries.

*Rocky Mountain Public Media and CSU-Pueblo Renew Partnership.* President Timothy Mottet and Rocky Mountain Public Media President and CEO Amanda Mountain signed a three-year agreement renewing the partnership of these entities in front of community partners and supporters on Monday, April 8 at the Buell Communication Center on the CSU-Pueblo campus.

The partnership between CSU-Pueblo and Rocky Mountain Public Media, Colorado's largest statewide, member-supported, multimedia organization and parent of Rocky Mountain PBS and KTSC, has existed for several decades. This three-year agreement represents the recommitment both organizations have made to the importance of preparing students with experiential learning opportunities and workforce skills around journalism.

*Brandon Bayer named Student Leader of the Year.* Senior Brandon Bayer was named Colorado Leadership Alliance's (CLA) 2019 Student Leader of the Year at the CLA Summit on Jan. 26. The award is given by the Denver Metro Chamber Leadership Foundation and the Boettcher Foundation annually.

*Juanita Pena Selected as Director of Business and Financial Services/Controller.* An experienced accounting professional has been hired as CSU-Pueblo's Director of Business and Financial Services/ Controller. Juanita Pena, Director of Finance at Pueblo Community College, will become the chief accounting officer for the University on April 15.

*Campus to Host 800+ Students from Across Colorado for Science Olympiad.* Colorado State University-Pueblo will host more than 800 students from across Colorado, and approximately 200 students, faculty, staff, and community professionals for the Colorado Southern Regional Science Olympiad Tournament on March 2, 2019. Science Olympiad is the nation's largest middle and high school science competition with 8,000 teams in all 50 states. The March 2 event at CSU-Pueblo event featured 35 separate competitions ranging from Protein Modeling to Forensics and Mousetrap Vehicles.

According to contest organizer Abby Davidson, director of the Colorado Southern Regional Science Olympiad, 62 teams of up to 15 student competitors from 20 middle schools and 18 high schools throughout Colorado competed in the Southern Regional Science Olympiad on Saturday, March 2, with winners advancing to the state competition in Denver on April 27. Winners of the state competition will move on to the national competition at Cornell University in New York May 31-June 1.

*Foundation Receives Gift to Benefit Nursing and Athletics Programs.* The Colorado State University-Pueblo Foundation received a combination of gifts from the Parkview Health System. Proceeds from these gifts will go towards helping increase the number of nurses with advanced degrees in Southern Colorado and making Parkview Medical Center the exclusive medical provider of CSU-Pueblo Athletics.

Parkview Medical Center will provide CSU-Pueblo Foundation with a three-year gift to support the CSU-Pueblo School of Nursing and Health Sciences. Funds will go towards student scholarships, and faculty and staff salaries needed to provide additional nursing programming.

The goal of this collaborative effort between CSU-Pueblo and Parkview Medical Center is to increase graduates with advanced training in nursing specialties. This will be accomplished by converting two part-time faculty positions to full-time, providing faculty development for doctorate nursing faculty, funding a simulation technician for the simulation lab, and nursing student scholarships. This gift allows the University to train, educate and ultimately graduate more nurses with advanced degrees in the Pueblo community and Southern Colorado.

*Military and Veteran Affiliated Career Expo Coming to Pueblo on March 5.* On Tuesday, March 5, the Colorado Department of Labor and Employment and the Pueblo Workforce Center joined with CSU-Pueblo and more than 40 community-minded businesses to host the Military and Veteran Affiliated Career Expo, a recruiting event designed to connect veterans, military members and their families (including retired, separated military, Reserves, and Guard members) with a wide variety of job opportunities.

*Colorado State University to Host a Two-Day Cyber Security Workshop.* Colorado State University-Pueblo, a U.S. National Security Agency-Center of Academic Excellence (NSA-CAE) designated institution, conducted *Emergent Threats in Cyber Security*, a two-day workshop on February 28 and March 1, 2019 at the CSU-Pueblo at Colorado Springs Tower

location off of Circle Drive and I-25.

The two-day workshop allowed participants to learn about the changing landscape of security issues and how to safeguard critical infrastructure. In addition, attendees gained a better understanding of the range of cyber threats; how to defend their IT infrastructure; safeguard IT networks; implement disaster recovery and business continuity plans; understand information assurance and cyber law and learn about threat vulnerability analysis techniques.

*CSU-Pueblo Students to Benefit from Approval of \$550,000 in OER State Grant Funding.* Colorado State University-Pueblo students will benefit from one of 20 proposals recently approved by the Colorado Commission on Higher Education that will provide nearly \$550,000 in funding for higher education Open Educational Resources (OER) projects throughout the state.

As one of the 20 universities to be awarded OER grant funding, CSU-Pueblo received \$45,000. A CSU-Pueblo OER committee, made up faculty, librarians, and IT staff will oversee the dispersal of the funds on a variety of projects, including \$15,000 on creating a textbook for CSU-Pueblo's Composition requirement that is intended to save CSU-Pueblo students approximately \$154,000 a year.

The remaining \$30,000 will be used for other projects which are in development but are slated to include math and chemistry, and a mini-grant program which could support new individual OER efforts. Funds will also be used to support OER trainings and other infrastructural items.



## Colorado State University-Pueblo WORKS

### Learning & Support Systems, Community Engagement, and Workforce Development

Our goal throughout the #VISION2028 process has been direct: create a sustainable and data-driven focus for campus, while simultaneously differentiating CSU-Pueblo. Phase one of this project spans five years and includes work from Academic Year (AY) 2018-2019 and throughout AY 2022-2023. These initiatives cross 5 fiscal years: 2020, 2021, 2022, 2023, and 2024 and are envisioned as “Phase One: Our Bold, Building Phase” in order to bring to life our 10-year plan, to become the “People’s University of the Southwest United States by 2028.”

Under the auspices of our newly established WORKS Program, will (re)imagine our campus as 1) increasingly responsive to student needs around the needs for enhanced access and affordability, experiences, environments, and the need to develop people; 2) programmatically motivated by professional and workforce indicators; and 3) positioned to be an economic driver and change agent across the state, within our CSU System, and in an underserved region defined by diversity, poverty, and the grit associated with blue-collar roots and steel mill histories.

### Project Overview: Executing Vision 2028

This proposal outlines a plan for implementing comprehensive and radically reimagined Colorado State University-Pueblo (CSU-Pueblo) learning and support programming across academic units, student affairs, and within regional business and industries, in order to differentiate CSU-Pueblo in a crowded higher education marketplace. Our proposal includes work that is focused on 10 initiatives around a model we call “**WORKS**.” These necessary investments are broken into two distinct parts: Part 1 includes those initiatives that are crucial to infrastructure and overall project management and accountability. Part 2 includes initiative implementation developed by our 8-person Vision Steering Committee with research collected from expanded working groups over the months of March and April 2019.

### PART 1: Infrastructure and Project Management

**Initiative 1, a New Financial Aid Model**, creates new avenues for access and affordability for the most high need student populations in the state of Colorado. This initiative is twofold: 1) provide new opportunities for on campus work in exchange for reduced tuition, and 2) create a new program that embeds “Prior Learning Assessment” as an access, affordability, and acceleration approach to adult learning. Our multi-faceted approach allows students the opportunity to earn additional work study monies as a way to increase access and affordability. Our goal is to establish work-based learning credits across academic units while leveraging professional opportunities that will allow students to develop a more robust work ethic, explore possible career pathways, and engage with business owners, industry partners, and local/regional employers.

This first initiative proposal includes three distinct components: 1) Establish and support necessary infrastructure, including learning and support systems for an expanded work-based learning model focused on experiential education in the workplace; 2) allocate necessary monies from these proposed state work-based learning funds and from internal reallocations of existing work study funds in order to fund Colorado students who meet existing criteria around need, interest, and academic

readiness; 3) incentivize a student employment model by offering qualified employers an opportunity to hire CSU-Pueblo students at competitive rates with a supplemental percentage of that hourly rate covered by CSU-Pueblo work study monies.

The work-based learning model will offer two pathways for qualified Colorado resident students: the first will be focused on students who are in freshman to sophomore transition years and have a need for expanded learning opportunities and are interested in off-campus employment as a way to cover costs of attending CSU-Pueblo. The second will focus on more targeted opportunities for students in their junior or senior year who have an interest in academic credit and career exploration. Both pathways/placements will be designed to run throughout the academic year in order to offer students stable employment and the highest possible return on their investment of time in both work-based learning and in the related academic coursework.

This work-based learning program will be designed as a **paid learning experience** that connects a student's major program of academic study and career interests to a professional or work-based setting. Students accepted to this program will be assigned to employers, allocated hours, and will have hourly pay arranged per normal Colorado work study guidelines. Unless otherwise arranged, the expectation will be that students will work for the entire academic year, including summers, as possible. Likewise, students will be required to enroll in related academic credit for a minimum of two sequential semesters. All academic credits ("field experience," unless otherwise determined by program faculty to be relevant to other fields) will be awarded based on criteria established in an agreement between the employer, student, and CSU-Pueblo "Works" faculty/staff. As necessary, students will be assigned additional support expectations; this may include professional communications, technical writing, workplace dress and expectations, and more).

CSU-Pueblo will strategically utilize existing technology, billing, and payroll resources across Business Financial Services and Student Financial Services in order to manage day-to-day operations of the pilot program with only a single new award processor. As such, we anticipate no additional monies will be necessary in order to manage the internal processes. Moreover, our intention will be to cover marketing and all communications related to this new program from existing university budgets. Additionally, CSU-Pueblo is dedicated to leveraging existing funds (grant-funding, foundation accounts, and academic affairs) in order to create or update any necessary academic credit-bearing courses. The initiative would be managed by the project management team, but the lead on this initiative would be the placement coordinator whose job would be to develop new business and industry partners across the region.<sup>1</sup>

**Initiative 2, Athletics**, acknowledges the importance of our student athletes and the growing need we have to successfully serve this student population that, in 2018-2019, makes up almost 15% of our current enrollment. Over the last 10 years (2007-2018), student athletes have grown from 297 to 582. Athletics has been a critical component for attaining CSU-Pueblo's enrollment, retention and graduation goals. Student athletes continually bolster these metrics through higher academic achievement than the general student body and ultimately higher graduation rates. CSU-Pueblo has strategically utilized athletics to drive enrollment through maintaining a robust offering of NCAA Division II sports and managing each of these sports at a high performance level.

Additionally, prospective student athletes provide consistent messaging regarding CSU-Pueblo's differentiation. According to athletes, the high-caliber facilities we offer and the staff and coaching support student-athletes receive via the Department of Athletics, are among the top benefits to being a student-athlete at CSU-Pueblo. The addition of Dr. Paul Plinske as Athletic Director in May of 2018, has allowed CSU-Pueblo to reevaluate athletic recruiting, seek strategic funding opportunities, and

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<sup>1</sup> See "Initiative 1" budget, page 5



spend considerable time establishing a sustainable management plan for Athletic budgets. Continually reassessing facilities, with a specific eye toward student safety and the return on investment in any program, is an important aspect of maintaining upward growth potential across all programs in the Department of Athletics. Currently, crucial needs include our track and field spaces and a new investment in the (previously) underutilized Massari Arena.<sup>2</sup>

### **Project Management: Implementation and Accountability for Vision 2028**

Finally, as we move from creating our vision, mission, values, and guiding principles — fully into implementation and execution — we recognize that executive reorganization and a new commitment to accountability and campus wide involvement in vision is crucial. To that end, we propose a new structure — one that leverages current strengths and return on investment brought to this comprehensive project from the Executive Director of Organizational Development.<sup>3</sup>

While system funds had been dedicated to the salary of the vision lead, our current Executive Director for Organizational Development was able to strategically leverage grants she authored or co-authored, and for which she served as Project Director, to supplement the capacity-building work of Vision 2028 and the change from the federally-funded capacity building Hispanic Serving Institution grants, allowing monies originally allocated from system funds to be dedicated to other important areas. From 2015 through 2018, without dedicate grant writers, office support, or release time, this faculty member secured more than \$7 million in federal funds. These funds, along with another \$6 million Title III grant funds, have been used to supplement and expand crucial learning and support systems in a time of shrinking resources and an incredible need to address retention and completion of our most at-risk student populations. To this end, our proposal recommends shifting all external, capacity-building grants under this new structure, reporting directly to the President; the goal will be to focus a single team on securing external funding, on the strategic implementation of visioning and special projects, and on the ongoing work of the CSU-Pueblo Foundation's newly launched comprehensive campaign. In this proposal, our goal is to leveraging these strengths in order to hire and manage a professional grant writer, two gift officers who will work closely with Brett Anderson at the CSU Foundation, and the release time of the Strategic Plan Implementation Team who will advise, guide, and as necessary, oversee the vision. This is a high impact office with 1) direct responsibility for the immediate and long-term execution of the vision initiatives; and 2) the development of external partners new opportunities for advancement — all that report directly to the Office of the President, providing new and important oversight during an important campus transformation.

### **PART 2: Vision 2028, Initiatives 3-7**

This proposal includes a comprehensive appendix complete with data and literature reviews surrounding research-based practice that will inform the Vision 2028 initiatives. These include, Initiatives 3-7: University Tracks Centers; a New Advising Model; CSU-Pueblo at Colorado Springs; Adult Learning Programming; and General Education and Capstone Curricular Redesign. Initiatives 8-10 have begun to move forward quickly and, at this time, do not require new or expanded system-level support, though we will continue to provide updates and reports on this important piece of Phase One #VISION2028. Finally, we will introduce a comprehensive plan that allows CSU-Pueblo to rethink executive leadership, accountability and reporting structures, and establishes management of high-level change while creating new opportunities for seeking external funding and engaging in fundraising for the upcoming comprehensive campaign.

### **Where We've Been and Where We're Going: *Cultura. Gente. Comunidad.***

<sup>2</sup> CSU-Pueblo's commencement 2019 will be held in Massari Arena. In addition to multiple in-house opportunities possible in Massari, new sources of revenue will be generated with the addition of a new audio-visual equipment that elevates CSU-Pueblo and these facilities across the RMAC and Division II sports.

<sup>3</sup> See "Project Management" Budget, page 5 of this proposal

CSU-Pueblo is a Colorado based, state-funded, four-year, public university located in Pueblo, Colorado and a member institution of the Colorado State University System. CSU-Pueblo is an Hispanic Serving Institution (HSI) committed to providing educational access to a primarily low-income, first-generation, minority population in a community that continues to transition from a 20th century production economy to a 21st century, global economy. Just launched in October 2018, CSU-Pueblo's #VISION2028 initiative was designed to reposition CSU-Pueblo in the higher education marketplace as a bold and innovative leader in developing and preparing students who have the ability to navigate work in a rapidly changing world and are motivated to make significant contributions at work, to their families, and in communities where they live. Our vision will guide the campus toward a future that is inspirational, aspirational, and maps to the ever-increasing needs of our region by focusing on access and affordability, creating unique learning environments and experiences for our students, and becoming the preferred employer in Southern Colorado by continuously developing our people and creating an robust and engaged organizational culture that sustains the university and supports university performance around enrollment, retention, completion, and placement.

### **Our Vision**

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

### **Our Mission**

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

### **Our Values**

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevate our people and our community, create educational opportunities, foster unique collaborations, and support inclusion, access, and affordability as a gateway to the world.

### **8 Guiding Principles**

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



## BUDGET, Part 1: INFRASTRUCTURE & PROJECT MANAGEMENT

### Initiative 1: New Financial Aid Model, PROPOSED BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>3 Year Pilot, College to Work</b>					
Employer Incentive of 50% Salary at \$8/hr	\$162,000*	\$432,000*	\$864,000**	\$0	\$0
*[90 Students Years 1-2 at 20,250 hrs., yr 1 and at 54,000 hrs., yr 2] **[180 Students, Year 3 at 108,000 hrs.]					
<b>Personnel</b>					
Placement Coordinator, Salary at \$55,000	\$73,700	\$75,911	\$78,188	\$80,534	\$82,950
P/T Award Processor, Salary at \$35,000	\$46,900	\$49,756	\$51,249	\$52,786	\$54,370
[Salaries Include 34% Fringe + 3% COLA/ yr.]					
<b>Initiative 1: TOTALS</b>	\$282,600	\$557,667	\$993,437	\$133,320	\$137,320
<b>5 YEAR PROJECT TOTAL</b>					<b>\$2,104,344</b>

### Initiative 2: Athletics, PROPOSED BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Track &amp; Field</b>					
Track Replacement	\$1,000,000	\$0	\$0	\$0	\$0
Maintenance	\$0	\$10,000	\$10,000	\$10,000	\$10,000
<b>Massari Arena</b>					
New Digital Board & Sound System	\$600,000	\$0	\$0	\$0	\$0
Maintenance	\$0	\$10,000	\$10,000	\$10,000	\$10,000
<b>Personnel</b>					
Budget Officer, P/T Salary at \$35,000	\$46,900	\$49,756	\$51,249	\$52,786	\$54,370
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 2: TOTALS</b>	\$1,646,900	\$69,756	\$71,249	\$72,786	\$74,370
<b>5 YEAR PROJECT TOTAL</b>					<b>\$1,935,061</b>

## Project Management: PROPOSED BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>VP of Development and Special Projects</b>					
Salary at \$135,000	\$180,900	\$186,327	\$191,917	\$197,674	\$203,605
[Salary Includes 34% Fringe + 3% COLA/yr.]					
<b>Support Staff</b>					
Administrative Support, Salary at \$45,000	\$60,300	\$62,109	\$63,972	\$65,891	\$67,868
Grant Writer, Salary at \$60,000	\$80,400	\$82,812	\$85,296	\$87,855	\$90,491
Gift Officers x2, Salaries at \$110,000/ea.	\$294,800	\$303,644	\$312,753	\$322,136	\$331,800
Employee Relations Specialist, Salary at \$55,000	\$73,700	\$75,911	\$78,188	\$80,534	\$82,950
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Programming</b>					
Franklin Covey, All Access Pass: 150 x \$140/ea	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
FC Kits at \$35/ea x 150	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250
Miscellaneous Strategic Plan Implementation Team Support	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
<b>TOTALS</b>	\$806,350	\$827,053	\$848,376	\$870,340	\$892,964
<b>5 YEAR PROJECT TOTAL</b>					<b>\$4,245,083</b>
<b>PART 1, INFRASTRUCTURE: ANNUAL TOTALS</b>	\$2,735,850	\$1,454,476	\$1,913,062	\$1,076,446	\$1,104,654
<b>PART 1, 5 YEAR INFRASTRUCTURE: TOTAL</b>					<b>\$8,284,488</b>

## BUDGET, Part 2: Vision 2028 Initiatives 3-7

### Initiatives 3-7: Combined PROPOSED BUDGET\*

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Initiative 3: University Tracks Centers</b>					
Expansion to 5 new HS, Renovation of space + Signage & Office Set-up: 2 during year 1; 1 each, during years 2-5	\$80,000	\$40,000	\$40,000	\$40,000	\$0
UTC Director, Salary at \$45,000	\$60,300	\$62,109	\$63,972	\$65,891	\$67,868
5 UTC Coordinators, Salary at \$35,000/ea.	\$93,800	\$144,921	\$199,025	\$256,245	\$263,932
Admissions Processor, Salary at \$35,000	\$46,900	\$49,756	\$51,249	\$52,786	\$54,370
Peer Mentors, CSU-Pueblo Students at HSs (6 mentors at each HS at \$12/hr x 15 hrs./wk)	\$181,440	\$226,800	\$272,160	\$317,520	\$317,520
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 3: TOTALS</b>	\$462,440	\$523,586	\$626,406	\$732,442	\$703,690
<b>5 YEAR PROJECT TOTAL</b>					<b>\$3,048,564</b>
<b>Initiative 4: New Advising Model</b>					
12 Coaches	\$643,200	\$662,496	\$682,368	\$702,840	\$723,912
3 Directors: Testing, SAI/Mentoring, & Starfish, Salaries at \$55,000/ea.	\$221,100	\$227,733	\$234,561	\$241,596	\$248,841
Faculty Mentors	\$174,000	\$174,000	\$174,000	\$174,000	\$174,000
Software	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
Student Hourly, Peer Mentors	\$216,000	\$216,000	\$216,000	\$216,000	\$216,000
Belmont Renovation/ Partial (re)Construction	\$0	\$0	\$0	\$0	\$24,485,127
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 4: TOTALS</b>	\$1,369,300	\$1,395,229	\$1,421,929	\$1,449,436	\$25,962,880
<b>5 YEAR PROJECT TOTAL</b>					<b>\$31,598,774</b>
<b>Initiative 5: CSU-Pueblo at Colorado Springs</b>					
Personnel (See Appendix for Details)	\$586,080	\$603,662	\$621,772	\$640,425	\$659,638
Branding & Signage	\$30,000	\$0	\$0	\$0	\$0
Additional Leased Space	\$144,400	\$148,320	\$152,770	\$157,353	\$162,073

Student Recreation Space	\$150,000	\$0	\$0	\$0	\$0
Childcare Space	\$40,000				
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 5: TOTALS</b>	\$950,480	\$751,982	\$774,542	\$797,778	\$821,711
<b>5 YEAR PROJECT TOTAL</b>					<b>\$4,096,493</b>
<b>Initiative 6: Adult Learning Program</b>					
Personnel (See Appendix for Details)	\$486,180	\$500,765	\$515,788	\$531,262	\$547,200
Reimagining Existing Space: Coworking Spaces	\$0	\$500,000	\$100,000	\$0	\$0
Badging Platform Software, Infrastructure	\$0	\$400,000	\$100,000	\$100,000	\$100,000
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 6: TOTALS</b>	\$486,180	\$1,400,765	\$715,788	\$631,262	\$647,200
<b>5 YEAR PROJECT TOTAL</b>					<b>\$3,881,195</b>
<b>Initiative 7: GenEd &amp; Capstone Curricular Redesign</b>					
Personnel (See Appendix for Details)	\$795,960	\$819,839	\$972,258	\$1,001,426	\$1,031,468
Capstone, Reassigned Time	\$502,500	\$386,250	\$397,838	\$409,773	\$422,066
Assessment and ePortfolio Software	\$100,000	\$0	\$0	\$0	\$0
OER Software, IT	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
[Salaries Include 34% Fringe + 3% COLA/yr.]					
<b>Initiative 7: TOTALS</b>	\$1,448,460	\$1,256,089	\$1,420,096	\$1,461,199	\$1,503,534
<b>5 YEAR PROJECT TOTAL</b>					<b>\$7,089,378</b>
<b>PART 2, Initiatives 3-7: ANNUAL TOTALS</b>	\$4,716,860	\$5,327,651	\$4,958,761	\$6,148,563	\$29,639,015
<b>PART 2, 5 YEAR INITIATIVES TOTAL</b>					<b>\$50,790,850</b>
<b>VISION 2028, ANNUAL GRAND TOTALS</b>	\$7,452,710	\$6,782,127	\$6,871,823	\$7,225,009	\$30,743,669
<b>VISION 2028, 5 YEAR PROJECT TOTAL</b>					<b>\$59,075,338</b>

\*See included "Appendix" for additional research, supporting documentation, detailed budgets, and accompanying budget narrative for each initiative

## Aggregate Budget: All Initiatives and Project Management

<b>AGGREGATE BUDGET</b>	<b>FY 20</b>	<b>FY 21</b>	<b>FY 22</b>	<b>FY 23</b>	<b>FY 24</b>
<b>Initiative 1: Financial Aid Model</b>	\$282,600	\$557,667	\$993,437	\$133,320	\$137,320
<b>5 YEAR PROJECT TOTAL</b>					<b>\$2,104,344</b>
<b>Initiative 2: Athletics</b>	\$1,646,900	\$69,756	\$71,249	\$72,786	\$74,370
<b>5 YEAR PROJECT TOTAL</b>					<b>\$1,935,061</b>
<b>Initiative 3: Tracks Centers</b>	\$462,440	\$523,586	\$626,406	\$732,442	\$703,690
<b>5 YEAR PROJECT TOTAL</b>					<b>\$3,048,564</b>
<b>Initiative 4: New Advising Model</b>	\$1,369,300	\$1,395,229	\$1,421,929	\$1,449,436	\$25,962,880
<b>5 YEAR PROJECT TOTAL</b>					<b>\$31,598,774</b>
<b>Initiative 5: CSU-Pueblo at CoS</b>	\$950,480	\$751,982	\$774,542	\$797,778	\$821,711
<b>5 YEAR PROJECT TOTAL</b>					<b>\$4,096,493</b>
<b>Initiative 6: Adult Learning</b>	\$486,180	\$1,400,765	\$715,788	\$631,262	\$647,200
<b>5 YEAR PROJECT TOTAL</b>					<b>\$3,881,195</b>
<b>Initiative 7: GenEd/Capstone Redesign</b>	\$1,448,460	\$1,256,089	\$1,420,096	\$1,461,199	\$1,503,534
<b>5 YEAR PROJECT TOTAL</b>					<b>\$7,089,378</b>
<b>PROJECT MANAGEMENT</b>	\$806,350	\$827,053	\$848,376	\$870,340	\$892,964
<b>5 YEAR PROJECT TOTAL</b>					<b>\$4,245,083</b>
<b>VISION 2028, ANNUAL GRAND TOTALS</b>	\$7,452,710	\$6,782,127	\$6,871,823	\$7,225,009	\$30,743,669
<b>VISION 2028, 5 YEAR PROJECT TOTAL</b>					<b>\$59,075,338</b>
—Belmont Renovation					-24,485,127
<b>5 YEAR INVESTMENT</b>					<b>\$34,590,211</b>

## APPENDIX: RESEARCH REPORTS & RECOMMENDATIONS

### Initiatives 3-7

#### Vision2028 | Initiative 3: University Tracks Centers

##### **Introduction**

In 2018, Colorado State University-Pueblo established *University Tracks Centers* (UTCs) in Pueblo (one in District 60, one in District 70) in a concerted effort to establish a “college going culture” in the community of Pueblo while offering opportunities and encouragement for high school students to enroll in a 4-year institution upon graduation.

Currently, these UTCs provide guidance regarding how to navigate the process to matriculate to a 4-year institution - specifically through assistance in general college planning, applying to 4-year universities, scholarship applications, FAFSA submission, and understanding college terminology. The UTCs have already exhibited great promise for returns in enrollment to CSU-Pueblo. As of the beginning of April, we have seen a 27% increase in admits from East High School and a 74% increase in admits from Pueblo West High School. In both District 60 and District 70, there is a 23% overall increase in admits.

The success, and the fact that demand currently exceeds capacity in the already established UTCs, shows that there is a need for these centers. Further, it verifies that there is a great opportunity to expand CSU-Pueblo’s reach to market to potential students while providing a valuable community service.<sup>4</sup>

##### **Opportunity 1: Open Additional University Tracks Centers and Expand Programming**

Currently, there are University Tracks Centers in East High School (Pueblo, D60) and Pueblo West High School (Pueblo West, D70). These Centers serve all students within each district, but these two high schools are the “home bases” for UTC programming. This proposal would establish additional University Tracks Centers to expand our offerings to more students across our region and capitalize on the momentum created by the two existing Tracks Centers. Areas proposed include: additional high schools in Pueblo, Canon City, Denver and/or Colorado Springs area, and the Otero County region.

By expanding contact-points to high schools and regions where there is opportunity for enrollment growth, it is expected that CSU-Pueblo would continue to realize increases in admits and enrolled students from these regions as a direct result of the additional attention these regions would receive via University Tracks Centers. Within the Tracks Centers, areas for programming growth include test preparation, career exploration, collegiate literacy, and experiential learning that occurs with collaboration among high school and collegiate students and faculty.

In addition to the capital costs of establishing new physical locations for University Tracks Centers, there will be a need for additional staffing. Specifically, a new coordinator for each UTC will be necessary. Further, a staff to oversee these coordinators and coordinate programming among the centers will become critical as offerings expand. Ultimately, we anticipate an increase in applicants from the regions and high schools served - this will result in a need for an additional admissions processor.

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<sup>4</sup> CSU-Pueblo University Tracks Center Impact Statement: <https://www.youtube.com/watch?v=Xc3EvM01yfw>

## Opportunity 2: Diversity & Inclusion in the University Tracks Centers

Language equity and family engagement are vital aspects in the Tracks Centers as they provide a pathway for a foundational progression of minority communities; this is specifically true for the Latinx Community. The Latinx community has been making significant strides into higher education for many decades, yet significant factors still affect their decision to attend and stay in college.<sup>5</sup> Hispanic students struggle through barriers such as poverty, unknown languages, and systemic racism that make pursuing education daunting. Only seven percent of Latina/os who graduate from high school earn a baccalaureate degree. Latinx students, struggle greatly in transitioning into institutions of higher education.<sup>6</sup> Language equity and family engagement (*familismo*) are key factors significantly affecting Latinx students in higher education.

Language equity is important in these centers to support not only the student but the family and community of the student. Parental involvement in college student populations is an indicator of student success in higher education<sup>7</sup>. With the increasing numbers of Latinx students in higher education, calls to support family members of Latinx college students emerged.<sup>8</sup> Latinx students particularly rely on parental support during their pursuit of higher education and because of the collectivist Latinx culture, engaging parents in the educational process is paramount.<sup>9</sup>

As an Hispanic Serving Institution, we need to recognize the needs of our Hispanic students. In order to increase language equity and parental involvement for Latinx students in the University Tracks Centers, we need to focus our efforts in two areas. First, a UTC staff member who is fluent in the Spanish language should be hired. This person will not only be able to meet with families who are primarily Spanish speaking, he/she will also teach US 101 courses to Spanish-speaking families. Second, our Tracks Center literature should be translated to Spanish and the Tracks Center services should be advertised on local Spanish media outlets.

## Opportunity 3: Peer Mentorship in the University Tracks Centers

Peer-mentoring has been used in a wide variety of settings to affect development, behavior and levels of support. Many research studies have indicated common mentoring characteristics including effective partnerships between a more experience and less experienced learners,<sup>10</sup> increased emotional and instrumental functions such as acceptance, support, coaching, advocacy and sponsorship,<sup>11</sup> and nurturing social and psychological development, role modeling and planning / goal setting.

Research indicates that school-based mentoring increases college readiness through grade promotion, decreased absences, tardiness and fighting while community-based mentoring improves relationships

<sup>5</sup> Acuña, R. (2011). *Occupied america : A history of chicanos* (7th ed.). Boston: Longman.

<sup>6</sup> Reyes, N., & Nora, A. (2012). Lost Among the Data: A Review of Latino First Generation College Students White paper prepared for the Hispanic Association of Colleges and Universities

<sup>7</sup> Bergersen, A. A. (2009). College choice and access to college: Moving policy, research, and practice to the 21st century. *ASHE Higher Education Report*, 35(4),1-141.

<sup>8</sup> Kiyama, J. M., Museus, S. D., & Vega, B. E. (2015). Cultivating campus environments to maximize success among Latino and Latina college students. In M. Freeman & M. Martinez (Eds.), *College completion for Latino/a students: Institutional and system approaches*. *New Directions for Higher Education*, No. 172, pp. 29-38. San Francisco, CA: Jossey-Bass.

<sup>9</sup> Ceja, M. (2004). Chicana college aspirations and the role of parents: Developing educational resiliency. *Journal of Hispanic Higher Education*, 3, 338-362.

<sup>10</sup> Garvey, B. and Alred, G. 2003. "An Introduction to the Symposium on Mentoring: Issues and Prospects." *British Journal of Guidance and Counseling*, 31, 1-9.

<sup>11</sup> Jacobi, M. 1991. "Mentoring and Undergraduate Academic Success. A Literature Review." *Review of Educational Research*, 61, 505-532.

in families and decreases in skipping school.<sup>12</sup> Formal mentoring between college-aged mentors and high school students that are facilitated by an agency or program that take place at a regularly scheduled time over an extended period of time can be effective. Discussing college with mentors, especially those who have attended or are attending college, can generate interest in going to college among students whose parents have not gone to college.<sup>13</sup> Mentors can provide students with important processes and information about college readiness, college prep courses, financial aid and admissions.<sup>14</sup>

By including peer mentorship in the University Tracks Centers, we expect increased college readiness for the high school students while providing valuable educational and leadership opportunities for CSU-Pueblo students.

#### **Opportunity 4: CSU-Pueblo Scholarships for University Tracks Centers Participants**

In order to encourage engagement within the University Tracks Centers and promote matriculation to CSU-Pueblo, a UTC scholarship program will be established. While this will ultimately lead to higher enrollment at CSU-Pueblo, it will also provide opportunities to have conversations regarding financial readiness for college. A “micro-scholarship” program that rewards frequent and regular involvement with UTC programming throughout the students’ high school careers will be developed.

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<sup>12</sup> Thompson, L.A. and Kelly-Vance, L. 2001. “The Impact of Mentoring on Academic Achievement of At-Risk Youth.” *Children and Youth Services Review*, 23(3), pp. 227–232.

<sup>13</sup> DuBois, D. L., Hollaway, B.E., Valentine, J.C. and Cooper, H. (2002). “Effectiveness of Mentoring programs for youth: A Meta-Analytical Review.” *American Journal of Community Psychology*, 30, 157–197.

<sup>14</sup> Gandara, P. and Mejorado, M. 2005. “Putting Your Money Where Your Mouth Is: Mentoring as a Strategy to Increase Access to Higher Education.” In W.G. Tierney, Z.B. Corwin, and J.E.D. Colyar (Eds.) *Preparing for College: Nine Elements of Effective Outreach*, pp. 89–110. Albany, NY: SUNY Press.



**PROPOSED BUDGET**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>UTC Expansion at 5 High Schools</b>					
Renovation of space @ HS (\$25k x 5)	\$125,000	\$0	\$0	\$0	\$0
Signage, kickoff event, pubs & giveaways, office set up (\$15k x 5)	\$75,000	\$0	\$0	\$0	\$0
<b>Increased Staffing</b>					
Asst. Director of Recruitment (\$48k + fringe)	\$62,256	\$63,501	\$64,771	\$66,066	\$67,387
UTC Director (\$43k + fringe)	\$55,771	\$56,886	\$58,002	\$59,117	\$60,233
Asst. Director staff (oversees mentors, alumni, & bilingual programming) (\$37k + fringe)	\$47,989	\$48,949	\$49,909	\$50,868	\$51,828
Admissions Processor (\$35k + fringe - classified staff)	\$48,352	\$49,319	\$50,305	\$51,312	\$52,338
5 New UTC Coordinators (\$35k + fringe)	\$226,975	\$231,515	\$236,054	\$240,594	\$245,133
Increase pay for current UTC Coordinators (\$33k to \$35k + fringe)	\$2,594	\$2,646	\$2,698	\$2,750	\$2,802
<b>Increased Programming</b>					
Peer Mentors (\$12/hr x 15hrs/week) (6 mentors x 7 HS)	\$317,520	\$317,520	\$317,520	\$317,520	\$317,520
Transportation support to CSU-Pueblo and Pack Cafe lunches	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
UTC materials translated to spanish	\$10,000	\$0	\$0	\$0	\$0
Micro-Scholarships	\$50,000	\$100,000	\$200,000	\$300,000	\$300,000
<b>Total</b>	<b>\$963,701</b>	<b>\$811,335</b>	<b>\$918,988</b>	<b>\$1,026,660</b>	<b>\$1,034,353</b>

**GRAND TOTAL** **\$4,755,037**

## Vision2028 | Initiative 4: New Advising Model

### Introduction

Vision 2028 seeks to transform the educational opportunities and support systems available to students at CSU-Pueblo by *Empowering Students* and *Developing People*, thereby *Impacting Society* through creating a more educated and productive populace in the Southwest. CSU-Pueblo measures the success of its educational mission through the enrollment, retention, and graduation rates, which are three critical priorities in the Strategic Plan, Vision 2028, and the Wildly Important Goals (WIGs) that guide decision-making processes at CSU-Pueblo.

These priorities have been set due to declining enrollment in the last 5 years. Enrollment is currently at a low of 3,939 headcount. Relatedly, retention has fluctuated and averages approximately 65% annually. The four-year graduation rate is 19%, and the six-year graduation rate is 34% (Institutional Research, 2018). These enrollment indices are dire and have implications for the longevity of the institution. In order to increase enrollment, retention, and graduation at CSU-Pueblo, the current advising model must be augmented to address student needs throughout their entire tenure at the institution. A large percentage of the student body at CSU-Pueblo is first-generation, Pell eligible, and minority (Institutional Research, 2018). Research indicates that these populations are at-risk for academic success at the post-secondary level and are in need of support services that facilitate their success (Perna & Jones, 2013). Institutions of higher education around the nation have recognized that alignment of services that students need for success is imperative, and many have developed and implemented holistic, centralized advising models that support the success of students (Kot, 2014).

Lack of streamlined services for students, difficulty accessing faculty, non-centralized student services offices, and opaque delineations of responsibility have been obstacles to increasing enrollment, retention, and graduation rates at CSU-Pueblo. Therefore, a more structured and expansive advising model must be developed in order to impact student success. This model will address deficiencies in processes that integrate students into campus, student access to services, intervention for at-risk students, and responsive and proactive staff and faculty protocols. The design of the new advising model at CSU-Pueblo seeks to increase enrollment indices and student success through best practices implementations in onboarding processes, advising, faculty engagement, tutoring, and testing in a student center that co-locates students services associated with retention and graduation.

### New Advising Model

The advising model at CSU-Pueblo is currently a shared or blended structure where professional advisors in the Center for Academic Enrichment (CAE) advise students during the matriculation and transition phase through their first year and the students are then transitioned to faculty advisors beginning in the second year. This type of shared model is known as the Total Intake Model and ensures proactive onboarding for new students (Oertel, 2007). While this model has created a quasi-centralized approach to supporting students, there is a dire need for increased personalized attention during the onboarding process for new students. The current advising model tasks professional advisors with engaging current students in retention processes such as addressing Starfish flags (grade checks) and registering for the subsequent semester while simultaneously converting applicants to new students through personalized attention and guidance through the onboarding process. The relationship that is developed between advisor and student is essential to fostering retention and student success, but there is an insufficient number of professional advisors to manage all of these tasks to the degree necessary to facilitate successful onboarding and retention. Thus, more professional advisors are needed to adequately serve the student need.

Historically, second year freshmen, sophomore, and junior students have registered below the desired persistence rate (Institutional Research, 2018). Numerous factors contribute to this phenomenon. Students cite a lack of understanding as to how proceed with faculty advising after the first-year and

report a lack of availability of faculty advisors, especially during summer and holidays (Farnum, 2013). Moreover, students have established rapport with the professional advisor, which fosters a level of comfort that contributes to the student returning to the centralized advising office for assistance beyond the first year. There is a need to expand the centralized advising approach beyond the first year population so that enrollment can be increased through proactive and responsive professional advising staff.

CSU-Pueblo is in need of a more robust centralized advising process that can serve continuing students beyond the first year. There are numerous benefits to such a model. The student body can readily identify where advisement occurs and by whom, and a centralized office can be available from 8-5, Monday through Friday as well as summer and holidays when faculty are not typically available. Supervision of advisor activity and assessment of student engagement in the advisement process is more easily facilitated through this approach as well. A centralized advising model also increases advisor accountability as well as the institution's progress toward stated enrollment goals (Steingass & Sykes, 2008). This centralized advising model will provide students with someone that becomes "their person" throughout their academic career - someone whom they know they can go to with concerns or issues at any time, thus eliminating confusion for students and increasing customer service opportunities. In order to fully execute the expansion of advising, additional advising staff will be needed. The Center for Academic Enrichment will need 8 additional advisors and 4 additional professional advisors for the colleges will be needed. The salary for these staff is \$40,000 and fringe (.34) per person is \$13,600 for a per person amount of \$53,600. The total first year cost will be \$643,200. The five year personnel cost with an annual 3% COLA will be \$3,414,816 (see table).

### **Engaging Faculty**

Establishing and maintaining relationships between faculty and students are important factors in retention (Strayhorn, 2015). Faculty are the discipline experts and are positioned to mentor students into meaningful career paths. Faculty must be engaged in the advising process so as to support students through graduation and placement. Successful transitions to faculty advisement is a central component of the Total Intake Model (Oertel, 2007). This allows for the advising caseload to be distributed more evenly among professional and faculty advisors and enables faculty to focus on career advisement, mentoring, and internships for more advanced students.

Our proposed model proposes that advisement is a shared activity and that collaboration among the faculty member and professional advisors will be augmented to ensure that the student obtains the services needed to succeed from matriculation to graduation. This new advising model does not propose to disengage faculty from the advising process, but to capitalize on the student-faculty mentorship opportunities within the advising process. Faculty will be able to focus on the high value activities regarding course elective paths, internship seeking, and ultimately career placement, rather than focusing time and effort on course registration, social issues (e.g., financial aid, housing needs, etc.), and the monitoring of completion of tasks in the student's life cycle. In order to develop a system that increases faculty availability for advising, it is proposed that on average one faculty per department be provided release time of 1 course to expand availability and accountability of advisement at the academic department level. One course release time is calculated at 25% of a faculty salary, and there are 30 majors at CSU-Pueblo. The estimated cost for release time for 30 faculty to be replaced by an adjunct for two classes per year is \$2900 x 60 for a total of \$174,000 per year. The total five year cost is \$870,000 (see table).

### **Co-Location of Student Services to Foster Success**

Centralizing the services that impact the student experience and subsequent enrollment is essential to moving CSU-Pueblo into a position to actualize Vision 2028. To best serve prospective, new, and continuing students, it is proposed that student service offices that directly affect student enrollment, retention, and graduation be co-located so as to facilitate smooth interoffice transitions for students and

provide a more holistic approach to supporting student development (Kot, 2014). The goal of centralizing these offices is to ensure that students have one location to obtain enrollment related services and know precisely where to go to obtain these services, thereby reducing confusion, increasing student satisfaction with the CSU-Pueblo experience, and increasing enrollment indices. Departments that are proposed to be co-located include Admissions, Registrar, Student Financial Services, the Center for Academic Enrichment (advising), Testing and Placement Services, Peer Mentoring, Veterans Affairs, Tutoring Coordination, and the Career Center. Co-location of these student services offices will increase enrollment related outcomes as indicated in the Strategic Plan, Vision 2028, and WIGs. CSU-Pueblo will need funds to renovate an existing building, the Belmont Residence Hall, and convert it to a centralized student services facility. The cost of this renovation is \$24,485,127(see table).

### **Testing Center**

Currently, CSU-Pueblo does not have a Testing Center and has limited availability for student to participate CLEP, GRE, and SAT. A testing center is needed to increase the availability of these services to students. As a necessary student service, a Testing Center should be implemented as an important component to a fully functioning student services center. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for a personnel cost of \$73,700 for the first year and a 5 year cost with a 3% COLA per year is \$391,277 (see table).

### **Tutoring, Peer Mentoring, and Supplemental Academic Instruction**

Tutoring services are in disparate locations on CSU-Pueblo's campus. A result of this decentralized approach is that data collection methods and subsequent comparative analyses of the services provided in the various tutoring centers on campus have not been streamlined and have very little common protocol, marketing, and oversight. Related student-to-student practices such as Supplemental Academic Instruction (SAI) and Peer mentoring are also best practices that contribute to student success. (Dawson, Van der Meer, Skalicky, & Cowley, 2014). These services are administered on a limited basis at CSU-Pueblo and are decentralized, thus difficult to track. It is proposed that a Tutoring Coordination Office be developed with a single person to coordinate the various tutoring centers on campus as well as develop a robust SAI and Peer Mentoring programs. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for a first year cost of \$73,700 and a five year cost of \$391,277. Funds to operate Peer Mentoring and SAI will be needed in the form of student hourly pay. Thirty students will be employed in this model at a rate of \$12 an hour. The 20 hour a week threshold for student hourly is utilized in this calculation for a total annual cost of \$216,000 to implement Peer mentoring and SAI. The total first year cost of this initiative is \$289,700. The five year cost of with 3% COLA for professional staff is \$1,471,277 (see table).

### **Technology and Software Support**

CSU-Pueblo has implemented the utilization of Starfish software to facilitate the achievement of enrollment, retention, and graduation goals. The interactive nature of the Starfish program enables professional advisors, counselors, faculty, and student affairs personnel to intervene on behalf of students. The adoption of this software has been successful; however, there are additional software modules and maintenance fees that must be considered to implement a long-term, fully functional student intervention protocol. The cost of the software upgrades that include predictive analytics is \$115,000 per year. A 1 FTE personnel is also required to fully implement campus-wide utilization of the Starfish software. A 1 FTE Director is needed at a salary of \$55,000 and fringe (.34) of \$18,700 for an annual cost of \$73,700. The five year personnel cost of with 3% COLA for professional staff is \$391,277. The total five year cost for this component is \$966,277 (see table).

**PROPOSED BUDGET**

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Coaches (12)	\$643,200	\$662,496	\$682,368	\$702,840	\$723,912
Directors (3)	\$221,100	\$227,733	\$234,561	\$241,596	\$248,841
Stipends (30)	\$174,000	\$174,000	\$174,000	\$174,000	\$174,000
Software	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
Student Hourly (30)	\$216,000	\$216,000	\$216,000	\$216,000	\$216,000
Construction	\$24,485,127	\$0	0\$	0\$	0\$
<b>Totals</b>	<b>\$25,854,227</b>	<b>\$1,395,229</b>	<b>\$1,421,929</b>	<b>\$1,449,436</b>	<b>\$1,477,753</b>

**GRAND TOTAL** **\$30,936,406**

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## Vision2028 | Initiative 5: CSU-Pueblo at Colorado Springs

### Introduction

CSU-Pueblo at Colorado Springs (CSUP@COS) is an extension of CSU-Pueblo in a market that offers unique opportunities for adult learners, degree completion programs, industry and military certificates, and other services for regional students. The current location has potential for growth by renegotiating to expand lease agreements, or purchasing a location to implement more robust experiential learning opportunities and student services. Investments from the CSU System can help CSUP@COS grow its ability to develop the people in the region by engaging place to become the adult learning arm of CSU-Pueblo.

The focus of CSUP@COS is to deliver innovative and emerging industry directed degrees, certificates, and micro-credentials targeting the adult learning population and fostering a pipeline of students who would better fit at the CSU-Pueblo campus. CSUP@COS must strengthen the relationship to the main campus to create greater synergy with processes, shared governance, and university systems (Miller, 2013). The extension campus would not be in direct competition to the CU System's University of Colorado - Colorado Springs (UCCS) program offerings, but rather serve the needs of an underserved market of degree completion seekers in Colorado Springs and the greater El Paso market. Furthermore, creative articulation agreements with community colleges can help develop bridge structures in which degree completion can occur. CSUP@COS shall not only have the ability to foster unique collaborations with community colleges and technical programs, but also with military, industry and corporate partners in the region to transform learning to exist beyond traditional formats and locations (Pontefract, 2015).

### Underserved Market of Degree and Certificate Seekers in COS

An adult learner at CSU-Pueblo has been defined in the Initiative 6 report proposal and focuses on students with prior college experience, professional skills, and military backgrounds. The location in Colorado Springs is ideal for meeting learners needs and is positioned to develop the socioeconomic status of the area. Currently, CSUP@COS Student Service Coordinator works in the education space at Ft. Carson military base and specifically works with military students to navigate enrollment, registration, use of their educational benefits, earn certificates, and develops pathways to degree completion. Analysis of the Ft. Carson location reveals the most sought degrees from active military are nursing, social work, wildlife & natural resources, criminology, construction management, and homeland security. Veterans look for business, management, computer information systems, cybersecurity, social work and non-profit administration. As military students work to obtain degrees, they must work with student service specialists to help in the analysis of their military occupational specialty (MOS) which can be transferred to credit at the institution.

Military students are a viable market segment, but there are many other adult learners within the Colorado Springs region looking to complete degrees, gain experience, and navigate paths to meaningful careers. The needs of today's and tomorrow's students are much different than what has occurred over the past decades. "Economists, policymakers, labor unions, business leaders, and the media have all documented the mismatch in skills from their unique perspectives and offered solutions. Yet despite years of debate, America's skills gap-especially for solid, middle-skills jobs associated in the popular mind with the American dream-refuses to shrink" (Burrows, 2014). Universities need to adapt and meet the needs of students looking to prepare for work and help those students who are working as they learn to enhance skills. The labor market is bursting with jobs that don't require a bachelor's degree and the students are looking for smaller portions to augment their skills and ability in the workplace. These new jobs are coined "new-collar" jobs and reflect the needs to develop new pathways for students (Koenig, 2018). CSU-Pueblo has the potential to be the first choice for adult learning in Colorado Springs by offering smaller and directed educational opportunities that can meaningfully build into custom degrees over the course of time.



Research in the Colorado Springs market reveal the need for affordable and easy to access educational opportunities beyond the degree. Industry directed degrees within Colorado Springs include health services, security, and business are in demand and those programs and degrees are already offered through the CSU-Pueblo main campus. They can be extended into the Colorado Springs market at CSUP@COS through a mixture of faculty teaching on-site and through remote video conferencing. Adult learners are the primary target at CSUP@COS, but there is affordable access for learners of all ages and a viable pipeline to many established Pueblo programs such as Construction Management, Nursing, and Automotive Industry Management. Rather than duplicating full degree programming, CSUP@COS can expand offerings in general education and prerequisite courses as a cost effective alternative for students to begin closer to home and then transition to the Pueblo campus when major required courses begin. Duplication of existing general education and prerequisite courses at Pueblo can be avoided by leveraging technology to deliver courses synchronously in both locations. This approach will assist in maximizing faculty resources to ensure courses in both locations fill to run as scheduled.

Students are not only looking for degrees, but a way to collect their experience in meaningful ways into a portfolio of micro-credentials. Students need to complete a certain number of modules, activities, assessments, and/or projects related to the topic to earn micro-credentials. Aggregating certificates in a meaningful way produces customized student experiences, meet industry needs, and provides the bite sized learning that can ultimately lead to degree completion.

Prior learning assessment (PLA) is an important tool to assess knowledge acquired and how that knowledge translates into specific college-level courses and/or micro-credentials. Adult students earning credit through PLA have higher rates of degree completion than non-PLA students. PLA helps adult learners save time and makes earning a degree more affordable and would require dedicated CSUP@COS expertise to effectively and efficiently work with students to bring the maximum amount of credit forward.

### **Not a Typical Destination Campus, a Coworking Campus**

The current location in Colorado Springs presents opportunities for enhancements and expansion to meet the needs of adult learners in the region. Branding and exterior signage have been added, however, to increase visibility, additional efforts and resources need to be dedicated to create stronger street and highway signage to direct people to the CSU-Pueblo campus in Colorado Springs. The Tower Building has open leasable space on the main level adjacent to current administrative office, 9th floor, and lower level. The advantage of gaining the main level space would be to expand on-site services that are only currently available at the Pueblo campus or that have limited availability in Colorado Springs. Main floor space would be able to accommodate admission and enrollment services, student financial services for billing and payment, advising/case management and student support services in a one-stop-shop approach (Herget, 2018). Generalists trained in these key service positions can expand opportunities for access and increase student satisfaction by reducing delays in resolving issues, which is especially critical with our military.

Expansion into the lower level space will allow CSUP@COS to provide a childcare program and a recreation outlet for students. For our population of adult learners, childcare is a commonly reported barrier for enrollment, retention and completion. With on-site services, students will have clear pathways for access. Additionally, these services present an opportunity for auxiliary income. By providing recreation services at CSUP@COS, students will be able to fit daily exercise into already busy schedules which can have numerous positive impacts to overall experience, productivity, stress relief, energy and social connections (Kohll, 2019). For both services, limited initial investments would need to be made to renovate and equip spaces; however both can be financially sustainable through a fee for service model.

The 9th floor presents the opportunity to integrate professional learning spaces, which are also commonly referred to as coworking spaces. Coworking spaces aim to combine areas for work, collaboration, communication, access to technology, entrepreneurship, and connections to external organizations (Bouncken, 2018). Developing these spaces for students to learn, experiment, and socialize meet the specific needs researched in adult learning theories and reflect the growing trend of coworking in higher education. Simulations, alignment to workplace realities, and hands on activities contribute to deep and meaningful learning outcomes. The spaces alone will not be enough to attract and retain students; therefore, CSUP@COS must develop courses, services, and ties to other organizations while acknowledging the synergy and interdisciplinary potential through the mix of offerings. Additionally, spaces can be leased and/or utilized by external organizations for finite amounts of time which not only brings returns on the space, but creates unique learning potential for students who have the opportunity to interact with those partners. More specifically, organizational partnerships can be fostered to use the space for training and certification of current employees in the spaces.

The expansion to new spaces within the Tower Building will allow for the existing need to expand services, some of which have already been mentioned including admission and enrollment services, student financial services for billing and payment, advising and student support services. A current barrier for students and potential students are the operating hours of CSUP@COS, which follow a typical 8-5 (sometimes 6pm) model for access to basic services such as admissions or advising. This is complicated to navigate for our adult learners, however, with additional staff, flexible scheduling and video conferencing abilities, longer service hours will expand capacity and increase access.

While the functions of several services could be combined under the “one-stop-shop” model, there are a few key dedicated positions that will be needed to expand capacity, programming, and services for CSUP@COS. A skilled prior learning assessment manager or customized education specialist will be necessary based on the type of degree and certificate seekers accessing CSUP@COS. A dedicated admissions recruiter who will work not only with the high schools of El Paso County but more strategically with area community colleges, technical schools and large companies to recruit returning learners. The latter are presently under tapped resources that are viable pipelines to increase enrollment in both Colorado Springs and Pueblo.

The success of the Student Services Coordinator at Ft. Carson, despite a full caseload, in navigating pathways and processes for our military affiliated degree seekers demonstrates the effectiveness of a case manager approach to advising. By adding an additional dedicated case manager for CSUP@COS more students will be able to be served in the region.

CSUP@COS is already in need of Information Technology support for its current space and offerings. It is currently supported by Pueblo IT staff on an as-need basis and a routine monthly check-in. This role needs to be expanded to include a dedicated Instructional Technologist/Technician that aggregates multiple duties into a single position who works closely with staff at the Pueblo campus to ensure standards, best practice, and consistency between each location. Working in network closets, imaging computers, troubleshooting problems, and maintaining multimedia equipment are some of the skills needed to ensure pathways and connection with the Pueblo campus are successful and sustainable (Fox, 2011). Aside from the oversight of the technological aspects of the location, a position that can flex into educational technology to partner with faculty and staff to develop best practices in remote learning, consult on curriculum development for coworking spaces, and innovate with the current instructional designer are critical.

CSUP@COS is currently building four video conferencing rooms to enhance the connection with CSU-Pueblo Campus and this will offer the ability to connect many learners in the world through the internet. There is one small huddle/conference room designed for small 8 person meetings and can be connected to various endpoints through use of the video conferencing technology. Three other rooms



have video conferencing capabilities and are each specifically designed for different uses. One is a biology lab with access to a sink, another is an active learning classroom with movable desks two seat tables, and the third is a computer lab with 20 seats for both computer access and video conferencing. These spaces are a critical first step toward connecting the location to Pueblo and will require maintenance and oversight. Additional spaces needed include a dedicated testing center.

While the IT Technologist/Technician can maintain the various spaces throughout the building, there needs to be a position to oversee and take ownership of the coworking, flex, and external partners' space. Furthermore, building a testing center at CSUP@COS will serve in recruitment efforts because test takers are captive audiences and space can be leveraged to display our brand and interact with the new services the space can offer. Other spaces for consideration that would require oversight of both the IT position and the coworking coordinator are an IT Sandbox lab for cyber security, makers space with 3D printing capabilities, virtual/augmented reality, and an innovations common for various disciplines to experiment with new ideas and concepts.

### **Processes, Shared Governance, and University Systems**

At present there are university core processes and procedures that need to be readjusted to support growth and access in Colorado Springs. Pueblo leadership must set a new expectation for faculty and the role they shall play in the success of CSUP@COS. Faculty will need to strategically build semester schedules in advance with COS to maximum enrollment numbers per sections which can be accomplished through synchronous video conferencing. This will also need to include a formalized training process for faculty teaching in virtual spaces. A shared governance structure will be needed for the development and assessment of micro-degree/credential programs.

We are underserving our veteran market, which has tremendous potential both in Colorado Springs and Pueblo. First, is the need for rolling admission and enrollments. Military benefits have strict schedules and timelines for education benefits and our current system for admission and enrollment do not align well with their schedules. Additionally, in Pueblo the current processing time beginning with applications through billing are problematic due to staffing levels and load. However, when processing is delayed, heavily regulated deadlines are missed and students are unable to enroll and complete course work.

### **Collaboration Opportunities**

A necessary and critical step for CSUP@COS to succeed is in the development of innovative partnerships between education and industry to build an integrated educational and experiential pathway to "new-collar" careers. Many of these careers demand high levels of technical training, along with an efficient transfer to a bachelor's program for the development of generalized soft organizational skills while building experience through partnering with industry. To make this a priority, there will need to be a dedicated Industry Research Analyst/Outreach Specialist to consistently work with industry partners to identify emerging needs as well as a dedicated Curriculum Developer to craft new programs. This will also open pathways to develop and deliver on-site programs with growing corporations in the El Paso County and south Denver markets.

CSU-Pueblo should explore bridge structures from High School to Technical Degree programs allowing high school students to begin their technical training in high school through concurrent enrollment at community colleges, and then additional bridge structures between Associate of Applied Science degree programs to Bachelor of Science degree programs through creative articulation agreements. Similarly needed will be formalized partnerships with military branches in Colorado Springs to build strategic transition pathways to post-service careers. Program curriculum must first evaluate a MOS and award students a "floor" or minimum credit for that MOS. This will ensure military will get the most from their MOS and more effectively and efficiently move through programs (Guide to Establishing Military Pathways, 2015).

## Conclusion

With CSU System's investment into CSU-Pueblo at Colorado Springs, it expands the institutions reach within the region to meet the needs of our people and our communities within Southern Colorado and the Southwest United States. It will provide an access point, or pipeline, for students in an otherwise declining market. CSUP@COS demonstrates our commitment to interdisciplinary learning, access, and affordability and keeps our students poised to navigate work in a rapidly changing world. "While we don't know what skills will be required for the human-centric jobs of the future [such as health care, management consultants, and financial planners]," said Alssid, who has spent more than two decades in the workforce-development field, "we do know that these jobs will require a highly adaptable workforce that can think critically, creatively, and work collaboratively to find solutions to rapidly developing, complex problems." - Julian Alssid | Community College of Rhode Island, New England (Selingo, 2018). As we work to build knowledge, and develop the people in Colorado Springs, we aspire to cultivate the entrepreneurship and innovators within the region to keep pace with the evolution of education needs.

## PROPOSED BUDGET

### Personnel

Positions			Year 1	Year 2	Year 3	Year 4	Year 5
			2020	2021	2022	2023	2024
Enrollment Manager			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Admissions Recruiter/ Counselor			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
PLA Manager/ Customized Edu Specialist			\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
	<i>Fringe</i>	<i>0.332</i>	<i>\$14,940</i>	<i>\$15,388</i>	<i>\$15,850</i>	<i>\$16,325</i>	<i>\$16,815</i>
Case Manager/Advisor/ Student Services Specialist			\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	<i>Fringe</i>	<i>0.332</i>	<i>\$11,620</i>	<i>\$11,969</i>	<i>\$12,328</i>	<i>\$12,697</i>	<i>\$13,078</i>
IT Support/Designer			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Co-Working/ Testing Site Manager			\$55,000	\$56,650	\$58,350	\$60,100	\$61,903
	<i>Fringe</i>	<i>0.332</i>	<i>\$18,260</i>	<i>\$18,808</i>	<i>\$19,372</i>	<i>\$19,953</i>	<i>\$20,552</i>
Industry Research Analyst/ Outreach Specialist			\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
	<i>Fringe</i>	<i>0.332</i>	<i>\$16,600</i>	<i>\$17,098</i>	<i>\$17,611</i>	<i>\$18,139</i>	<i>\$18,683</i>

Curriculum Developer			\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
	<i>Fringe</i>	<i>0.332</i>	<i>\$16,600</i>	<i>\$17,098</i>	<i>\$17,611</i>	<i>\$18,139</i>	<i>\$18,683</i>
Financial Aid/ Student Billing			\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	<i>Fringe</i>	<i>0.332</i>	<i>\$13,280</i>	<i>\$13,678</i>	<i>\$14,089</i>	<i>\$14,511</i>	<i>\$14,947</i>
Subtotals			\$586,080	\$603,662	\$621,772	\$640,425	\$659,638
<b>Total</b>	<b>\$3,111,578</b>	* Note the above salaries include fringe and calculate COLA increases					

### Other Budget Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024
Branding & Signage	\$30,000	no additional investment required			
Additional Leased Space	\$144,000	\$148,320	\$152,770	\$157,353	\$162,073
*approximate estimate based on current expense of existing space					
Recreation Space	\$150,000	no additional investment required			
*space and equipment to be maintained through Student Fees					
Childcare Space	\$40,000	no additional investment required			
*space, equipment and staff to be sustained through fee for service					
Subtotals	\$364,000	\$148,320	\$152,770	\$157,353	\$162,073
<b>Total</b>	<b>\$984,516</b>				

**GRAND TOTAL \$4,096,094**

**NOTE:**  
**Potential Relocation Option - Alternative Consideration**

2860 S Circle Dr - Cheyenne Mountain West 82,590 SF  
 Office Building Offered at \$3,775,000 at a 5.73% Cap Rate in  
 Colorado Springs, CO

<https://www.loopnet.com/Listing/2860-S-Circle-Dr-Colorado-Springs-CO/13805816/>

The rationale for considering owned space comes from the limitations of lease agreements. Although leasing additional space is viable in the current location, there are some restrictions to what we can be done within the space.



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## Vision2028 | Initiative 6: Adult Learning Program

### Introduction

Colorado State University – Pueblo is facing the reality of a decreasing enrollment of the traditional college student, while acknowledging that according to the Colorado Department of Higher Education that by 2020, over 74% of the jobs in the state of Colorado will require a post-secondary credential ([https://highered.colorado.gov/Publications/Reports/Legislative/PostSecondary/2018\\_Postsecondary\\_Progress\\_rel20180302.pdf](https://highered.colorado.gov/Publications/Reports/Legislative/PostSecondary/2018_Postsecondary_Progress_rel20180302.pdf)). The evidence is clear – CSU-Pueblo must develop academic programming with the adult learner at the forefront of their model. It is our responsibility as a regional comprehensive that we provide an avenue for economic prosperity and it is the adult students we are needing to reach, and while it is important and necessary to develop our current degree programs at alternative times and through different modalities to reach the adult market. It is also important that we adapt the academic offerings into smaller, more quickly attainable pieces so that the adult learner has a return on their investment, specifically related to employment and economic stability.

We are defining adult learners as individuals over 25 with either work or college experience, particularly focusing our efforts on the military population (active duty, spouses, and dependents), women and underrepresented populations, with some college or work experience. By 2025 the number of adult learners enrolled in institutes of higher learning is expected to approach 10 million, or 42 percent of the entire student body at our nation’s institutes of higher learning (National Center for Educational Statistics, 2017 cited in Maryville). What primarily motivates these learners’ enrollment is to obtain employment or enhance existing careers, a trend born out at CSU-Pueblo (Dr. Amy Smith in CSU-Pueblo Works).

### Adult Learner Market is Growing

CSU-Pueblo needs to grow the adult learning academic opportunities to attract adult learners. The Education Commission of the States’ (2017) recommendations for accommodating this growing, career-motivated demographic in higher education includes providing options to award credit toward certification for prior learning assessment and to enhance the credentialing of competency-based education. Students do not automatically have to take what they see as “unnecessary courses” or wait several years to complete a degree before obtaining the enhancement to their employment potential they seek. Likewise, badges accommodate potential employers’ needs as well. By forgoing the opaque transcript, with information that does not readily translate to professional contexts, badges offer employers the possibility of recognizing a potential employee’s skills clearly and granularly. This, in turn, makes it easier for them to match the badge holder’s skills to their needs (Carey, 2013; de Botton, 2015). Other research substantiates this recommendation. Working on behalf of Pearson, higher education expert Jeff Selingo (2018) found that alternative credentials and certificates are just as popular as legacy degrees among both college graduates and non-graduates who plan to continue their education. Around a quarter of college graduates, high-school graduates, and those who started college but didn’t finish want opportunities for alternative certificates (para. 11).

“Alternative certificates” are otherwise known as “micro-credentials,” and include such options as certificates, certifications, *nanodegrees*, and micro-master’s programs. They also include what appears to be the most viable and attractive option for an alternative certificate currently being discussed: badges (Selingo, 2011, 2018; Biemiller, 2018).

### Digital Badging Customizing Adult Learner Profiles

A badge, sometimes referred to as a digital badge, is an “electronic representation and recognition of skills and credentials earned by a learner” (Colorado Community College System, 2015, Overview). Badges represent a shift away from attendance-based certificates [and traditional degrees] to criteria-based accomplishments and provide a portable, verifiable mechanism to display competency in new



subject areas, course work, certificates, and degree programs (Colorado Community College System, 2015, Overview).

Students can earn badges numerous ways. Completion of a course, either online or co-present, is one way, but so is successfully passing a test or confirming experiential learning. In short, badges allow for the validation of a mastery of skills rather than how or where the student obtained those skills. As such, they have a particular and immediate value for adult learners seeking employment-enhancing credentials.

This is also known in academia as “Prior Learning Assessment.” CSU-Pueblo needs to develop a method for validating an adult learner’s prior experience, in cases of work or education to expedite time to degree or micro-credential.

The development and implementation of micro-credentials like badges at institutes of higher education is very new; however, their capacity for addressing the needs of adult learners is proving more and more effective. Education innovation labs at the Georgia Institute of Technology and Ohio University work to identify solutions to the challenges institutes of higher education are likely to face in the next few decades, and both have conducted research suggesting badges are the best tool for meeting those challenges (Selingo, 2011; Biemiller, 2018). Indeed, the Colorado Community College System has recently established their own structure and goals for implementing a statewide badge platform. This makes Colorado the first and only state to do so, a circumstance that adds further credibility to the worth of badges and their potential for adult learners at CSU-Pueblo. More importantly, due to what we know is happening through CSU-Extension, and the Community College System, we will be able to hopefully capitalize on their prior experience knowledge and partner effectively to build micro-credentials across the CSU System and with our community college partners.

### **Certificates on Transcript**

Micro credentialing, as a concept and a reality, is in process at CSU-Pueblo, because we introduced a new policy effective in fall 2019 that required the Registrar to transcribe certificates on the transcript. These exist at the undergraduate and graduate level. The development of this process is underway, and will provide the already approved 10 academic certificates to be formally transcribed. Since the process for was already in place, departments were able to create new certificates that will be available beginning in fall 2019. These already approved certificates, illustrate that faculty recognize the need for micro-credentialing and building curriculum in smaller digestible amounts that can be quickly completed. Current curricula are already available in a certificate are: Homeland Security, Cyber Defense, and Graduate English for Educators. The graduate certificate in English is just one example of the ways we are creating opportunities for local teachers to move up the pay scale; we are simultaneously creating new opportunities for high school teachers to become instructors of record for college courses. This also increases concurrent enrollment opportunities for the “traditional” students planning to attend college.

The first and most important step to this process is in its infancy: Colorado State University-Pueblo’s Financial Aid is in the process of working to becoming a “Gainful Employment” university, which will allow students access to federal aid for micro-credentials, which could lead to more gainful employment.

### **Community and Regional Industry Partnerships**

CSU-Pueblo Extended Studies has begun to work on creating new “learning spaces” in order to fill a knowledge gap. The adult learning initiative in Extended Studies found much of its grounding from meetings with the *CSUP Advisory Board* that Extended Studies (ES) has created. This board contains individuals from throughout CSUP, the Pueblo Police Department, Sheriff’s Office, multiple subsets of the Department of Corrections, Parkview Hospital, Pueblo Fire Department, CoreCivic, Pueblo

Department of Public Health and the Environment, and Health Solutions. ES has offered three Spanish classes for campus and the community. The first was a Spanish for Food Safety course for “Continuing Education Unit” credit (or, CEUs) for the Public Health Department. The second was a Spanish for First Responders course that served multiple first responder departments throughout Pueblo for 1 credit hour. The third is a Conversational Spanish course for CSUP faculty and staff for CEUs. The Public Health Department has a second class scheduled this fall, and there are plans for offering continual First Responder classes as well as a class focusing on healthcare for nurses. To diversify the types of offerings we have for adult learners, this fall we are offering Psychology 591, a course in trauma that can be taken for 3 graduate credits if students attend all 3 weekends and complete all course work or students can attend one, two, or three weekends to earn CEUs and certificates for completion of weekend workshops. Each weekend can stand-alone or be combined with coursework to earn college credits instead of CEUs. We are including these descriptions above to illustrate that offering academic programming can be adjusted to fit a consumer / industry need, and more importantly provide needed knowledge components.

ES has also partnered with the Department of Corrections (DOC) to offer a variety of classes. Most recently, students completed an Exercise Health Promotions (EXHP) Certificate for personal trainers. Academic Year 2019-2020 programming includes the personal training certificate and courses in hospitality management, retail management, teamwork, and intro to business. New programming and partnership with the Division of Youth Services (DYS) will begin by Fall 2019 to teach a computer science series for juveniles in the system. An important role of regional comprehensives is serving the community, and this includes the incarcerated community. Many incarcerated persons are members of an underrepresented student population that upon release from facilities in great need to avoid recidivism, but one main requirement of returning criminal activities, is the opportunity to find “felon friendly” employers who are looking for individuals with skills / certificates illustrating knowledge / expertise in a field that has flexibility in hiring.

### **Prior Learning Assessment (PLA) and Credential Design**

Earlier in the document, the concept of Prior Learning Assessment (PLA) was described. One key aspect of PLA is validating a student’s knowledge, or work experience through a variety of options that lead to documented evidence towards an academic goal. Currently, CSU-Pueblo has a robust and validated transfer policy through our statewide articulation agreements, and defined testing out procedures in the catalog, which includes CLEP, International Baccalaureate, and Accelerated Placement tests. The scores of these tests directly correlate to transcribed credits that allow for swifter degree completion. Another avenue to explore further is to validate community trainings and have departments validate that curriculum. For example, ES has partnered with Pueblo Police Department to offer credits for cadets who graduate from the Police Academy. Students can earn up to 9 credits for their participation. Those courses that are being put to Curriculum and Academic Programming Governance Board in the fall are listed below:

**SW 275:** Diversity, Policy, and Special Populations for Peace Officers

**POLSC 275:** Law and Policy for Peace Officers

**SOC 275:** Title TBA

Expanding Adult Learning at CSU-Pueblo will take additional resources to embed sustainable academic growth that will have a positive an economic impact on our region. First and foremost, we need to dedicate an office on our campus to directing efforts to adult learning, specifically by hiring individuals with a vested interest in the success of the adult learner.

Specifically, we need someone working with departments to build a robust PLA platform that clearly articulates the importance of validating work experience and translate that to academic credit. This may



include a fully operational Testing Center where students can also “test out” of courses by proving they know the needed content and do not need to take the course.

After we have formalized the certificate transcription process over the 19-20 academic year, we need to grow the micro-credentialing market by developing a Digital Badging Platform. We will need several individuals to assist in the development of this project. The person hired to work on the PLA platform will work with academic units to design industry needed badges, and we will need to purchase/build a Digital Badging Platform that is web-based. This will include the need for an Education Technologist and a Web Designer / Graphic Designer position. All of these efforts will fall flat without a dedicated marketing and promotional plan. This may require an additional marketing person, but the very least will require money dedicated to actual marketing and design of the micro-credentials.

### **Coworking Spaces for Adult Learners**

Developing spaces on campus for adult learners will be crucial. Coworking spaces aim to combine areas for work, collaboration, communication, access to technology, entrepreneurship, and connections to external organizations (Bouncken, 2018). Developing these spaces for students to learn, experiment, and socialize meet the specific needs researched in adult learning theories and reflect the growing trend of coworking in higher education. Simulations, alignment to workplace realities, and hands on activities contribute to deep and meaningful learning outcomes. The spaces alone will not be enough to attract and retain students; therefore, CSU-Pueblo must develop courses, services, and ties to other organizations while acknowledging the synergy and interdisciplinary potential through the mix of offerings. Coworking space for adult learners would require a Coworking Site Manager to oversee the space events, activities, and layouts. Additionally, spaces can be leased and/or utilized by external organizations for finite amounts of time which not only brings returns on the space, but creates unique learning potential for students who have the opportunity to interact with those partners. More specifically organizational partnerships can be fostered to use the space for training and certification of current employees in the spaces.

### **Badging Platform and Coworking Space Justification**

Human resources are critical to enhancing the adult learning initiative at CSU-Pueblo and must be complimented by investments into a digital badging platform and physical spaces on the CSU-Pueblo campus. The current Learning Management System (LMS) on campus is Blackboard and the annual licensing, infrastructure, and human resources equate to about \$65k annually. While this expense is relatively low we anticipate scaling to a SaaS option and eventually investigating how to align with a system wide LMS choice. We anticipate future investments of over \$100k/annually in LMS in the coming years. Scaling the capabilities of the LMS must be addressed alongside contracting with a credible badging provider. Badges would need deep integration into the LMS, learning objectives and integrated into the pedagogy strategy at CSU-Pueblo. Companies such as Credly can help manage extensive badging platforms that would meet the needs of CSU-Pueblo. Their service is a place “Earners can then share their credentials across various social media platforms, with their contacts, and the greater community enhancing their profile, as well as that of the issuing organization.” (Credly, 2019). This a vital service so learners can take their badges and have perpetual access to the system and the ability to interact with future technologies. Furthermore, metrics and analytical data from the platform could help inform future investments in program offering, enrollment opportunities, and retention. Investing in digital badging is vital to differentiation of CSU-Pueblo programs from other universities. Additionally, we must have a system that contains support and maintenance for best practices, rigor, and security that badging requires to hold weight. Badges are becoming the digital currency in which job seekers can provide tangible and relevant data about their current skills and specialization. It is a customization of the modern learner. We aim to best align skills by building direct paths that correlate to work.

Badging is a core component to help transform the digital landscape of adult learning; how learners can build relevant portfolios crafted toward their soft and hard skills. Physical spaces are no different and campus spaces are adapting nationally to align with changing paradigms. Long have past the days where “sage on the stage” is considered an effective method of engaging learners. Blended, hybrid, and online experiences alone have developed new pathways for students to engage and communicate synchronously and asynchronously with instructors, classmates, and beyond. Adult learning pedagogy must embrace environments and curriculum that leads to the experiences learners are hungry to participate. Experiential, active, and transformative learning happens when learners can interactive in simulation, real life scenarios, and immersive experiences. They must be able to work alongside CSU-Pueblo partners that could work in the same spaces. The physical spaces on campus must retire the concept of “classroom” and adapt to building “responsive and flexible” active learning spaces. Investments on interactive rooms should begin within the library and addressed in future capital investments. Coworking spaces must easily allow users to interaction in small groups and then flex into full class involvement using technology platforms and furniture available today from companies such as T1V and Steelcase. Texas A&M has invested millions in developing the nation's largest active learning space for engineering students with their Zachry Engineering Education Complex. This space serves as a model of how learning spaces are changing, succeeding, and are highly experiential. This can be applied in the Adult Learning initiative at CSU-Pueblo. Adult learning theories have emphasized experience and relevance as key factors for adult learners and lead to completion and correlation to real work. Adult learners in the workplace need access to professional spaces to continue working and learning. When merging these needs, learners have spaces where they can work, network, collaborate, learn, and grow their skills. A large flexible space should be developed in the library to accommodate flexible coworking and active learning studios.

### **Extended Hours for Student Services**

And lastly, one of the key pieces of growing the adult learning market is providing services and space that is available to them on their unique schedules. This will require flex / alternate scheduling of offices and services, including Financial Aid, Admissions, and Academics itself. They will need access to the Counseling Center, tutoring services and child care services after 5 pm. This may require a few more staff members, or maybe it requires CSU-Pueblo to adjust existing staff to meet students after hours. For example, in order to serve the adult learning market we must have an 24/7 operator that connects inquiries and questions to the correct inbox or voicemail. We cannot operate only from 8-5, because the adult learner needs evenings, weekends, hybrid and online offerings in micro credentialing or degrees.

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## PROPOSED BUDGET

### Personnel

Positions			Year 1	Year 2	Year 3	Year 4	Year 5
			2020	2021	2022	2023	2024
Adult Learning / Community Engagement Director (65-75k)			\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
	<i>Fringe</i>	0.33 2	\$24,900	\$25,647	\$26,416	\$27,209	\$28,025
PLA Evaluator / Advisor (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Instructional Designer (65-75k)			\$75,000	\$77,250	\$79,568	\$81,955	\$84,413
	<i>Fringe</i>	0.33 2	\$24,900	\$25,647	\$26,416	\$27,209	\$28,025
Campus Operator (30-35k)			\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	<i>Fringe</i>	0.33 2	\$11,620	\$11,969	\$12,328	\$12,697	\$13,078
Educational Technologist (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Coworking site Manager (50-60k)			\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
	<i>Fringe</i>	0.33 2	\$19,920	\$20,518	\$21,133	\$21,767	\$22,420
Subtotals			\$486,180	\$500,765	\$515,788	\$531,262	\$547,200
Total: <b>\$2,581,196</b>							

### Other Budget Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024
Coworking spaces	\$500,000	\$100,000	\$100,000	\$50,000	\$50,000
Badging Platform	\$400,000	\$100,000	\$100,000	\$100,000	\$100,000
After Hours Support Staff (Financial Aid / Day Care/ Cashier/ Registrar / Admissions / Counseling)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Subtotals	\$1,000,000	\$300,000	\$300,000	\$250,000	\$250,000
Total: <b>\$2,100,000</b>					

**GRAND TOTAL \$4,681,196**

## Vision2028 | Initiative 7: General Education & Capstone Curricular Redesign

### An Engaged General Education

Undergraduate students at Colorado State University - Pueblo deserve an engaged general education program that prepares our students to understand and manage complexity, diversity, and change<sup>15</sup>. Students who experience an engaged general education program gain broad knowledge (e.g., of science, culture, and society) and in-depth knowledge in a specific area of interest. They develop high-level transferable skills, including communication, evidence-based reasoning, and problem solving, as well as proficiencies particular to their fields.<sup>16</sup> An engaged general education touches on nearly every component of the Vision statements, beginning with **Our Value** of dedication to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations<sup>17</sup> and **Our Mission** that CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

This recommendation describes a pathway to arrive at a model including core and integrative learning outcomes to meet the learning needs of all students while also satisfying requirements for university accreditation. The plan involves the development of a coherent program comprised of courses reflecting best practices in pedagogy and demonstrating evidence of efficacy. Our recommendations include the following:

- the development of new curriculum based on our belief in **Transforming Learning**, where CSU-Pueblo creates new opportunities by reimagining academic experiences.
- a new governance structure that involves coordinated programs aligned to **Our Vision**, a dedicated staff, and clear processes, assessments, and expectations to create consistency, visibility, transparency, and equity.
- create a capstone experience and integrate undergraduate research into our curriculum for all students to **develop** and **empower** our students, **engage place**, **cultivate entrepreneurship**, **build knowledge**, and **impact society**.
- provide Open Educational Resources (OER) for our students in GenEd to improve student outcomes and reduce costs

### Impetus for Change

Nationally, a conversation regarding reform of general education has been ongoing for over a decade. The Association of American Colleges and Universities (AAC&U) is at the forefront of this dialog with recommendations that include outcomes-based curriculum, access to high-impact practices for all students, development of civic and intellectual capacities, the connection of general education and the major, and integrative learning. AAC&U publications have greatly influenced the decision to revise our general education, along with employer surveys, CSU-Pueblo faculty participation, and our new Vision, Mission, and Values.

<sup>15</sup> LEAP challenge AAC&U [www.aacu.org/leap](http://www.aacu.org/leap) <https://www.aacu.org/sites/default/files/files/LEAP/LEAPChallengeBrochure.pdf>

<sup>16</sup> LEAP challenge AAC&U [www.aacu.org/leap](http://www.aacu.org/leap) <https://www.aacu.org/sites/default/files/files/LEAP/LEAPChallengeBrochure.pdf>

<sup>17</sup> VISION 2028 <http://www.csupueblo.edu/vision2028>

Key findings from 2018 survey of employers<sup>18</sup> shows that employers' top five priorities for student learning outcomes in the area of intellectual and practical skills include 1) oral communication, 2) written communication, 3) critical thinking and analytic reasoning, 4) teamwork skills with diverse groups, and 5) information literacy. In the area of personal and social responsibility, employers prioritize ethical judgment and decision making, ability to work independently, and self-motivation. Finally, employers also seek students with applied knowledge in real-world settings. Our current students do not find our current general education program engaging and it does little to address the learning outcomes that employers value<sup>19</sup>. CSU-Pueblo must use General Education to ensure that ***all graduates*** of CSU-Pueblo receive training and skills in these areas.

Colorado State University – Pueblo has not done a comprehensive redesign of the general education requirement since 2002-2003, when the campus was still referred to as University of Southern Colorado. Our current General Education curriculum is a smorgasbord of courses and does not present a unified curriculum. Its connection to overall university student learning outcomes as well as learning outcomes in the majors is not well articulated.

To move forward, Colorado State University - Pueblo should borrow from AAC&U's **LEAP Challenge**; a framework for general education for the 21<sup>st</sup> century that focuses on preparing students for complexity and change. Through the LEAP framework, AAC&U provides a wealth of professional development opportunities for faculty and staff including relevant conferences, online publications, and its Campus Action Network which provides opportunity to collaborate with other institutions. LEAP is built on a commitment to Essential Learning Outcomes, High-Impact Practices, VALUE assessments (already in use by GT Pathways), and Inclusive Excellence.

### **Considerations and Guiding Principles for a New Engaged General Education**

#### ***A vision for a more robust and meaningful general must meet the following criteria:***

- Be true to our new Vision, Mission, and Values.
- Meet accreditation requirements for general education with specified areas of study and evidence of student learning.
- Build a curriculum focused on measurable learning outcomes with attention to employer priorities.
- Create a structure to promote both foundational and integrated learning.
- Infuse learning-centered pedagogies across the curriculum.
- Retain and expand opportunities for exploration by students.
- Maintain access for transfer students, non-traditional students, and students with Advanced Placement, International Baccalaureate, or dual enrollment credit.
- Respect time to degree.
- Ensure flexibility, scalability, and continuous improvement.
- Align with best practices identified by the AAC&U.

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<sup>18</sup> Hart Research Associates. Fulfilling the American Dream: Liberal Education and the Future of Work (Washington, DC: AAC&U, 2018) [www.aacu.org/leap/public-opinion-research](http://www.aacu.org/leap/public-opinion-research).

<sup>19</sup> White Paper – General Education White Paper 2018

***The Engaged General Education Vision builds off the AAC&U LEAP framework and includes a commitment to:***

- Essential Learning Outcomes. These are the learning outcomes essential for success in life and work in the twenty-first century.
- High-Impact Educational Practices (HIPs). These are evidence-based practices that engage and challenge students. They include such things as first-year seminars, intensive writing, collaborative projects, internships, learning communities, undergraduate research, capstone courses, and diversity/global learning courses and programs.
- VALUE Assessments. Using students' own work and faculty-validated VALUE rubrics, colleges should probe whether each student has developed Essential Learning Outcomes, and can apply his or her learning to complex problems and real-world challenges.
- Inclusive Excellence. All students at every kind of institution should benefit from a deep, hands-on, and practical liberal education that prepares them for success in work, life, and citizenship.



***We propose to explore the creation of an interdisciplinary curriculum that is unlike most typically offered at universities***

- At CSU Pueblo, we will explore teaching general education courses that integrate dissimilar disciplines.
- Our first pilot will be an integration of English composition and college algebra. Our goal is to level the self-limiting idea that some students are good at math and others are good at writing and that this distinction is "natural." We will teach both subjects as a study in relationships (words in one, numbers in the other) and as a skill of "composing" for an audience in both. We will not be teaching algebra and composition side-by-side, we will teach them both together. Future interdisciplinary courses could integrate seemingly dissimilar subjects, such as geology integrated with philosophy or anthropology with microbiology.
- The benefits of such interdisciplinary teaching are three-fold; including 1) CSU Pueblo will market interdisciplinary GenEd offerings as ones that not only teach skills that students might think are beyond their abilities, but approach those skills in a new way. Students will discover that they aren't "bad" at math or writing, but have the ability to succeed in these skills because of the new approach to pedagogy. CSU Pueblo has the potential to be known for its exceptional and intellectually exciting GenEd program, 2) A large number of CSU Pueblo students come to CSU-Pueblo underprepared. Our interdisciplinary courses will provide a world-class education to otherwise underserved students. Intellectual and pedagogical mediocrity at CSU Pueblo inflicts harm on our historically underserved student body, and 3) In order to provide an exciting and forward-thinking intellectual and pedagogical environment, CSU Pueblo must have faculty who are capable of thinking and acting beyond stale ideological limitations. Faculty who participate in professional development will be recruited into our GenEd program.

***A General Education curriculum the intentionally utilizes Experiential Learning theory and practice in an interdisciplinary manner while thematically focused on the CSU-Pueblo Guiding Principles is robust and charted for student success.***

- Experiential learning theory defines learning as the process whereby knowledge is created through the transformation of experience.
- Kolb's Experiential Learning Cycle describes the learning process as including four adaptive learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation.
- Experiential Learning occurs in intentionally designed classroom environments, undergraduate research, externships, field based experiences, service learning, co-curricular, and internships.
- The Association of Experiential Education (AEE) definition of experiential education informs the practice at CSU-Pueblo. Experiential education is a philosophy that informs many methodologies in which educators purposefully engage learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop students' capacity to contribute to their communities.

**Process for Redesign**

General Education is core to the academic mission of any university, and as such a major redesign needs careful consideration and input from many stakeholders around campus. Other institutions have typically taken at least 18 months for such a project – and some have, nevertheless, ultimately been



unsuccessful<sup>20</sup>. Therefore, we recommend that our approach to this redesign include a one-year, carefully scaffolded process for collecting input from around campus (and even the community, region, business interests, *etc.*) so that there is full buy-in by the community of the details on which we ultimately settle.

***Some ideas are already clear and should be piloted immediately, including***

- team teaching of certain GenEd courses in the fall of 2019, where schedule permit this and the relevant faculty have an interests
- teams working on community-driven and interdisciplinary capstone experiences in the spring of 2020

A new governance structure for General Education is necessary both to supervise the above pilot experiences and to guide data collection and solicitation of design input from stakeholder groups.

The data on the benefits of Open Educational Resources (OER) from around the country is quite clear. Additionally, OER are more of a pedagogical tool than a structural change to interlocking curricula, so stakeholder input is less necessary. We therefore recommend decisively moving forward for OER immediately.

The importance of assessment, both for accreditation and for continuous improvement of the instruction we provide, is clear. We therefore also recommend certain staffing and support be implemented immediately for assessment.

A timeline for the first year data collection and stakeholder input is attached as **Appendix 1**.

In summary, we **propose the follow immediate actions be taken:**

1. Institute new general education governance, including hiring all new roles.
2. Start OER project.
3. Start new assessment/ePortfolio project.
4. Pilot new instruction of GenEd where possible in fall 2019.
5. Pilot new capstone/interdisciplinary/undergraduate research no later than spring 2020.
6. Begin seeking stakeholder input (*e.g.*, on general education SLOs and curricula) in summer 2019.

Full redesign, based on stakeholder input, of courses and curricula can only completely take place starting in fall 2020 and later.

**Open Educational Resources (OER)**

In the widely copied definition from the William and Flora Hewlett Foundation<sup>21</sup> “Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

We believe OER can play a major role in working towards the values, mission, and guiding principles

<sup>20</sup> <https://www.chronicle.com/interactives/Project2021>

<sup>21</sup> See <https://hewlett.org/strategy/open-educational-resources/>.

articulated in Vision2028. OER bear on nearly every component of the Vision statements, beginning with **Our Value** of supporting access and affordability: no-cost OER amount to a reduction of the cost of attendance by approximately 5.6%, based on the numbers on our own Student Financial Services web pages<sup>22</sup>.

A large body of research<sup>23</sup> has shown in recent years that wide-scale use of OER improves student performance and retention for all students but particularly for members of traditionally underrepresented groups, who see a 1/3 reduction in DFW rate for gateway courses which switch to OER from commercial resources. At CSU-Pueblo, where many of our students are financially challenged, first-gen, and from minority groups, this could have a significant impact on our retention and persistence. Clearly, it also furthers **Our Mission** of serving our diverse student population and our particular community.

The CSU-Pueblo OER Committee has already articulated the goal of our campus becoming a Default OER [DOER] campus by 2028 – meaning that, except where good reasons prevent it, and in full respect for academic freedom, students should be able to expect that their course materials will be, as much as possible, exclusively OER. The current GenEd/Capstone Initiative is a perfect way to give this DOER goal a solid start:

**We propose that over the course of the next five years, excellent OER for at least 90% of our GenEd courses be adopted, adapted, or created. In addition, we propose that research, technical, and professional development services be provided to faculty who teach GenEd.**

The purpose of the support and PD is to enable GenEd faculty to make the best use of OER in their classes, and to take advantage of the affordances with regards to pedagogical innovation, such as the exciting new movement called *open pedagogy*<sup>24</sup>, and thereby to **Transform Learning** on our campus. Open pedagogy often involves **Empowering Students** by engaging them in constructing the educational resources used in class, such as by **Engaging Place** with a customized local version of an OER<sup>25</sup>.

Working on such OER also **Develops People**, as it enables our faculty to **Build Knowledge** and **Impact Society** by creating and adapting new OER which are shared back to the global community of educators. Our current GenEd curriculum has 91 courses. While this may change due to other parts of the current proposal, it is a good starting benchmark for the size of the task we have set: 90% DOER GenEd. There is a good literature<sup>26</sup> which analyzes successful approaches to such a large OER implementation project, although our plan is fairly innovative in that it is the only one which proposes to great a wide set of OER-enabled classes. Our proposal (essentially) incorporates all of GenEd, rather

<sup>22</sup> See <https://www.csupueblo.edu/student-financial-services/cost-of-attendance.html>, whose estimates largely agree with those of national entities such as the College Board, <https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2018-19>

<sup>23</sup> See Fischer, L., Hilton, J., Robinson, T. J., & Wiley, D. A. (2015). A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. *Journal of Computing in Higher Education*, 27(3), 159-172, [Maintaining Momentum Toward Graduation: OER and the Course Throughput Rate \(International Review of Research in Open and Distributed Learning\)](#), and [The Impact of Open Educational Resources on Various Student Success Metrics, Colvard, Watson, and Park, Int. J. of Teaching and Learning in Higher Ed. \(2018\)](#).

<sup>24</sup> See, e.g., the [Open Pedagogy Notebook](#) by Robin De Rosa and Rajiv Jhangiani, [An Urgency of Teachers: the Work of Critical Digital Pedagogy](#) by Sean Michael Morris and Jesse Stommel, and [What is Open Pedagogy?](#) by David Wiley.

<sup>25</sup> Such as the numerous “Canadian editions” of OER produced in the BCcampus OER efforts of the university system in British Columbia.

<sup>26</sup> E.g., Griffiths, R., Mislevy, J., Wang, S., Shear, L., Mitchell, N., Bloom, M., Staisloff, R., Desrochers, D. (2017). [Launching OER Degree Pathways: An Early Snapshot of Achieving the Dream's OER Degree Initiative and Emerging Lessons](#). Menlo Park, CA: SRI International.

than centering on making one particular degree program entirely OER-based – a so-called “z-degree”<sup>27</sup>.

We suggest that ongoing professional development and support be provided by a full-time OER program lead, who should be a faculty member with expertise in this area. In addition, we propose that two instructional designers be dedicated to this project, one with a particular expertise in publishing, accessibility, and other more technical areas, the other whose remit would focus more on curricular development and over-all course structure and design. A general project budget with funds to send interested faculty to OER conferences, to bring in professional development activities, and to give faculty stipends or (fractional) course releases when developing large OER is also required. Finally, we recommend some IT support including (fractional) ITS staffing and software or hosting fees.

Note on budget: experience from around the US has shown a return on investment of OER efforts to be somewhere in the range of 5- to 10-fold, meaning that a dollar spent to support OER saves the student body between \$5 and \$10. What this means is that this part of our proposal is a very efficient way of achieving this high-impact and -value activity.

### General Education Governance

If General Education at Colorado State University-Pueblo is to be a well-integrated *program* which serves the entire student and unifies learning experiences across and between disciplines, it must have an independent governance. Many universities around the country give a program like this a name such as “university college” or “new school,” but we are reluctant to use such words, because they imply too much support staff, for which our campus has little support. Instead, we suggest this new effort be entitled the **General Education Program**, be headed by an **Executive Director**, and the whole effort be housed within a new **Office of Undergraduate Studies (OUS)**. Also included is an **Executive Director of Undergraduate Research and Capstones** to also be housed in the OUS. The relationship of these two Executive Directors could be a collaborative peer model, or assume a more direct reporting line as the current administration sees fit. The OUS would subsume many of the duties of the current Center for Teaching and Learning (CTL) and Communities to Build Active STEM Engagement (CBASE), which are both grant-funded and for which there seems to be no clear path to institutionalization<sup>28</sup>.

As we have described elsewhere, this proposal revolves around interdisciplinary efforts, on building a coherent *program* with its own general education SLOs that are clearly articulated and quite distinct from department or disciplinary SLOs, and on fostering practices (OER, capstones, undergraduate research, team teaching, ePortfolios, *etc.*) which live between and not within academic departments. For these reasons as well, we suggest that control over staffing, scheduling, professional development, curricular alignment, *etc.*, for all general education courses be put under the direction of four GenEd **Program Directors**: these would be faculty with half-time reassignment for their supervisory duties. We recommend that there be one director each for the two *skills components*, which have large numbers of sections and students, and two to four for the *knowledge components*, grouped as Humanities/History and Social Sciences/Natural and Physical Sciences, or broken further (with corresponding sharing of reassigned time), depending upon faculty availability for these roles.

We do not recommend at this time that the FTE for general education courses be credited to the OUS as if it were an academic department: while that makes structural sense, to do so would radically

<sup>27</sup> Or “z-cred”, pronounced “zed-cred”, in Commonwealth countries.

<sup>28</sup> University Leadership, Note: it seems unpolitic to house the proposed GenEd program in the existing CTL, because of the close association of the CTL with several of the individuals on the visioning team. Therefore, we suggested the new OUS -- the name of which is horrible, but it is modeled after the new “Director of Graduate Studies” we have on campus, so having a “Director of Undergraduate Studies” and associated Office would be palatable to campus. We leave it up to you as whether this is the appropriate tack to take with this issue.

change the FTE of several departments, posing in some cases an almost existential threat to those departments. Instead, the model we are taking for the current proposal is what is currently in place -- and which functions very well for faculty and students -- of the composition program with its director who schedules, staffs, and closely supervises the offerings in the Written Communication skills component of our current general education curriculum, independently of the English Department, which nevertheless is credited with the student FTE for those courses having the ENG prefix. This same structure, with its scheduling, staffing, and oversight responsibilities, is what we propose for the Quantitative Reasoning skills component and MATH courses, as well as for the four knowledge components.

The executive director of the OUS should also oversee the activities of the **Internship Director**, **Assessment Director**, **OER Director**, and the **Instructional Designers** who will support GenEd curricular revision and OER use and creation.

### **High-Impact Educational Practices: A Brief Overview**

Certain teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds, often called High Impact Practices (HIPs). These take many forms, often due the specific contexts and institutional priorities of different universities, but fall into 11 major categories, including 1) First-Year Seminars and Experiences, 2) Common Intellectual Experiences, 3) Learning Communities, 4) Writing Intensive Courses, 5) Collaborative Projects and Assignments, 6) Undergraduate Research, 7) Diversity/Global Learning, 8) ePortfolios, 9) Service and Community-Based Learning, 10) Internships, and 11) Capstone Course or Project.

### **Supporting Assessment & ePortfolios**

Assessment of General Education outcomes will be enhanced and facilitated by the use of software linked to our LMS for collection of course materials or specific assessments related to SLOs. This will also provide the vehicle for efficient faculty review and scoring of student outcomes, and directly facilitate reporting for HLC and program accreditors. Software would also help with campus wide assessment for continual improvement, including assessment of student affairs and co-curricular activities.

ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others. Providing technology for students to create individual ePortfolios of their work will engage them as learners in self-assessing outcomes and showcasing accomplishments for faculty, potential employers, and graduate or professional schools. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices, like undergraduate research, first year programs, capstones, and learning communities provides opportunities for students to make connections between various educational experiences.

To implement this framework, we propose a dedicated staff member to address assessment of the General Education Program and facilitate the implementation of software used in both assessment and ePortfolios across our campus.

Another approach to ePortfolios is based on a strategy used at several universities (including the University of Mary Washington, the University of Oklahoma, Michigan State University, and several others) around the country called a *Domain of One's Own* project. The advantage of such projects is

that they serve several learning goals of communication and digital and information literacy<sup>29</sup> as well as producing highly customizable and versatile ePortfolios.

### Capstone Course or Project

Also called a *capstone experience*, *culminating project*, or *senior exhibition* [1], among many other terms, a **capstone project** is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year. Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for modern careers. These culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well with significant increases in deep learning and self-reported gains.[2] Based on a 2016 survey of 325 institutions, 60% had capstones in the major, where only 26% had capstones within general education.[3]

Most of the criticism about capstone projects or senior experiences is not focused on the strategy or practice, or if it is a High Impact Practice, but rather on the quality of its execution—i.e., capstone projects tend to be criticized when they are poorly designed or reflect low academic standards. If teachers and students consider capstone projects to be a formality, lower-quality products typically result. And if the projects reflect consistently low standards, quality, and educational value year after year, educators, students, parents, and community members may come to view capstone projects as a waste of time or resources.

Currently, many majors at CSU-Pueblo have some form of Senior Seminar or Internship/Field Experience requirement during the senior year. Although these experiences are extremely valuable, they are also extremely variable and there are concerns about the quality and coherence of the capstone projects. Given the danger of viewing the capstone as a formality, instead of a distinguished academic opportunity, we propose that capstone projects be housed within the new office of undergraduate studies (OUS). Structures that involve coordinated programs with a strong vision, a dedicated staff, and clear processes and expectations create consistency, visibility, transparency, and equity. With a central administration of capstones, CSU-Pueblo can validate the quality of the capstone design, communicate to students the purpose and value of the capstone experience, provide resources, and instill high standards for projects to our faculty and students.

### Undergraduate Research

Self-Assessment of our existing General Education uncovered a weakness in our connection between undergraduate research and our curriculum. Although we provide undergraduate research opportunities, these opportunities are not part of the “core” curriculum. Some students enjoy access to excellent research opportunities, but research is not part of our undergraduate culture for all. One aim of this proposal is to increase access to research opportunities for all students.

The benefits of involving undergraduates, specifically underrepresented minorities (URMs), in original research are well established (Gregerman, et al., 1998; Hathaway et al., 2002; Taraban and Blanton, 2008). The benefits include: elevated performance on exams (Schomberg, 1986; Meyers and Jones, 1993; Hakim 1998), enrichment of the undergraduate experiences (Lopatto 2004; E. Seymour et al. 2004; Bauer and Bennett 2003; Chopin 2002; Sabatini 1997), increased retention and persistence to degree (Gregerman et al. 1998), attainment of research skills (Kardash 2000; Lopatto 2004) and

<sup>29</sup> See, e.g., Ian O'Byrne, W., and Kristine E. Pytash. "Becoming literate digitally in a digitally literate environment of their own." *Journal of Adolescent & Adult Literacy* 60.5 (2017): 499-504.



increased participation in graduate education (Hathaway et al. 2002). The proposal supports the relevance of getting students involved in research as soon as possible, and proposes robust pipelines from first year students through graduation.

Building off of our existing Title III grant (CBASE), the GenEd undergraduate research program builds upon existing educational research that demonstrates that student-faculty collaborative undergraduate research is transformative for students and faculty. For students, these experiences lead to the formation of student cohorts and learning communities that enhance retention and success of all majors leading to graduation. For faculty, these research experiences build a campus culture that supports and values research, and aligns to our guiding principle of ***Building Knowledge***.

We envision the CSU-Pueblo GenEd Research Community program building a strong, supported inquiry-based learning experience for undergraduates that leads to retention and graduation through the creation of undergraduate research teams and faculty mentors. One benefit of undergraduate research is that it creates natural mentorship groups. Studies have shown that mentoring undergraduates yields higher retention rates, more course credits completed, and students with higher GPAs as compared to their un-mentored peers (Campbell and Campbell, 1997). Beyond the classroom, traditional mentoring introduces students to academic scholarship and the academy in general (Redmond 1990; Jacobi 1991; Freeman 1999; Good et al. 2000; DuBois et al. 2002) and can provide the core support for underrepresented minority students (URMs) (Good et al. 2000; Gurin et al. 2002; Summers and Hrabowski 2006).

Using these past studies as a foundation, we propose an undergraduate research plan with both a “mentorship cascade” (Afghani et al. 2013), and a “mentorship loop” (Good et al. 2000), where a community of CSU-Pueblo faculty, community members, MS students, and undergraduate students work together on research projects, potentially those that are community based. Such structure ensures that each student has mentoring relationships with faculty, staff, undergraduates, and their peers. A mentorship loop focuses on the idea that as mentees (third or fourth year undergraduate students) progress within our program, they must mentor others, particularly their near-peers (first year undergraduate students). In this manner, we close the loop and the academic, research, and social skills imparted to the students are reinforced and transferred.

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[1] <https://www.edglossary.org/capstone-project/>

[2] Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).

[3] <https://www.insidehighered.com/news/2016/01/19/survey-colleges-finds-distribution-requirements-remain-popular-new-features>

## PROPOSED BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		2020	2021	2022	2023	2024
<b>A. Key Personnel</b>						
Title/Description						
Executive Director/Office of Undergraduate Studies	salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
		\$34,000	\$35,020	\$36,071	\$37,153	\$38,267
Exec Director/Undergrad Research and Capstone	salary	\$10,000	\$10,300	\$106,000	\$109,180	\$112,455
		\$3,400	\$3,502	\$36,040	\$37,121	\$38,235
Instructional Design/Curriculum Specialist	salary	\$156,000	\$160,680	\$165,500	\$170,465	\$175,579
3 individuals, 52K		\$53,040	\$54,631	\$56,270	\$57,958	\$59,697
Assessment Specialist - GenEd and ePortfolios	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
Program Directors, 50% reassignments	salary	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
(60K, 6,666mo, 4.5 mo per person)		\$40,800	\$42,024	\$43,285	\$44,583	\$45,921
Office Manager/Admin Assistant	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
Internship Coordinator	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
OER director	salary	\$52,000	\$53,560	\$55,167	\$56,822	\$58,526
		\$17,680	\$18,210	\$18,757	\$19,319	\$19,899
	sub-total	\$795,960	\$819,839	\$972,258	\$1,001,426	\$1,031,468
<b>B. Other Personnel</b>						
faculty capstone/UGR reassignment time	salary	\$375,000	\$386,250	\$397,838	\$409,773	\$422,066
(400 seniors, groups of 4, 100 groups)		\$127,500	\$131,325	\$135,265	\$139,323	\$143,502
4 groups per faculty, 25 faculty						
	sub-total	\$502,500	\$386,250	\$397,838	\$409,773	\$422,066
<b>C. Supplies</b>						
\$500 per group, 100 groups		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
UGR supplies, \$250 per student, 600 students goal		\$50,000	\$50,000	\$150,000	\$150,000	\$150,000
CBASE covers some costs year 1 and 2						
	sub-total	\$100,000	\$100,000	\$200,000	\$200,000	\$200,000
<b>D. Travel</b>						
Speakers/Professional Development		50,000	50,000	50,000	50,000	50,000
	sub-total	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<b>E. Other</b>						
Faculty Development of Courses/materiels		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

Faculty stipends, course redesign (5 a year) @\$3k/class		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Assessment and ePortfolio software		\$100,000				
IT needs for OER		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
	<i>sub-total</i>	<i>\$175,000</i>	<i>\$75,000</i>	<i>\$75,000</i>	<i>\$75,000</i>	<i>\$75,000</i>
		<b><i>\$1,623,460</i></b>	<b><i>\$1,431,089</i></b>	<b><i>\$1,695,095</i></b>	<b><i>\$1,736,198</i></b>	<b><i>\$1,778,534</i></b>

**GRAND TOTAL \$ 8,164,377**



## GENERAL EDUCATION &amp; CAPSTONE TIMELINE

Steps/Milestones	Activity	Activity Date/End Date
<p>1. General Education Guiding Philosophy, Mission, Vision</p> <ul style="list-style-type: none"> <li>Development Institute Vision/SLO's/ Curriculum Model</li> <li>Presentation and workshops during convocation (focus on vision and SLO's)</li> <li>Course development institute for spring pilot (FYE/ Capstone/QR/Writing)</li> <li>Develop job descriptions for new positions</li> </ul>	Significant Activity # 1.1: Build a robust, cross-functional Working-Group to complete research and finalize drafts of different GenEd perspectives;	July 1, 2019 to August 15, 2019*
	Significant Activity # 1.2: Prepare for GE Summit (reserve space, prepare agenda, etc.); identify and schedule speaker	July 1, 2019 to August 15, 2019*
	Significant Activity # 1.3: GE Summit (share draft timeline with faculty at event)	Convocation Fall 2019**
	Significant Activity # 1.4: Draft of CSU-Pueblo GenEd Perspective	September, 2019**
	Significant Activity # 1.5: Feedback on Perspective Open forum (at least 3) during Fall Semester, Survey	September, 2019**
	Significant Activity # 1.6: Draft 2 of CSU-Pueblo GenEd Perspective	October, 2019**
	Senate Vote on General Education Perspective	Second Meeting of Fall, 2019**
<p>General Education Program Outcomes and Assessments</p> <ul style="list-style-type: none"> <li>Development Institute Vision/SLO's/ Curriculum Model</li> <li>Presentation and workshops during convocation (focus on vision and SLO's)</li> <li>Course development institute for spring pilot (FYE/ Capstone/QR/Writing)</li> <li>Develop job descriptions for new positions</li> </ul>	Significant Activity # 2.1: Drafts of SLOs by Working Group	July 1, 2019 to August 15, 2019*
	Significant Activity # 2.2: Feedback at GE summit	Convocation Fall, 2019**
	Significant Activity # 2.3: Draft 2	September, 2019**
	Significant Activity # 2.4: Feedback on SLOs Open Forum (at least 3) during Fall Semester, Survey	September, 2019**
	Significant Activity # 2.5: Draft 3	October, 2019**
	Senate Vote on Program Outcomes and Assessments	Second Meeting of Fall, 2019**
<p>General Education Framework (our model)</p> <ul style="list-style-type: none"> <li>Summer Development Institute</li> </ul>	Significant Activity # 3.1: Drafts of different models by Working Group for discussion	July 1, 2019 to August 15, 2019*

<ul style="list-style-type: none"> <li>● Presentation and workshops during convocation (focus on vision and SLO's)</li> <li>● Course development institute for spring pilot (FYE/ Capstone/QR/Writing)</li> </ul>	Significant Activity # 3.2: Feedback Open forum	Convocation Fall, 2019**
	Significant Activity # 3.3: Draft 2	September, 2019**
	Significant Activity # 3.4: Feedback on Framework Open Forum (at least 3) during Fall Semester, Survey	September, 2019**
	Significant Activity # 3.5: Draft 3	October, 2019**
	Senate Vote on Framework	Second Meeting**
<p>Learning Outcomes and Assessment Strategies for the Elements of the General Education Framework</p> <p>Working Groups by Category – start work in Fall Present first drafts at Convocation in January</p>	Significant Activity # 4.1: Draft of Assessment plan by Working groups	2020 Spring Convocation*
	Significant Activity # 4.2: Feedback on Assessment plan Open forum	2020 Spring Convocation**
	Significant Activity # 4.3: Draft 2	February, 2020**
	Significant Activity # 4.4: Feedback on Assessment Open Forum (at least 3) during Spring Semester, Survey	February, 2020**
	Significant Activity # 4.5: Draft 3	February 28 <sup>th</sup> , 2020**
	Senate Vote on Learning Outcomes and Assessment	Second Faculty Senate Meeting of 2020**
<p>General Education Curriculum: Populate the Framework</p>	Significant Activity # 5.1: Summer GE Course Development Workshop/ Institute	May 2020, June 2020, July 2020
	Significant Activity # 5.2 Create guidelines and evaluation documentation for course submissions	May 2020
	Significant Activity # 5.3: Feedback about guidelines and evaluation documentation for course submissions	May 2020
	Significant Activity #5.4: Class submissions from Summer GE Course Development Workshop/Institute evaluated/ edited	All summer 2020

	Significant Activity # 5.5: GE Committee review of course submissions	By Fall 2020, for CAP Board approval in September
	Senate Vote on General Education Curriculum	Winter/Spring 2020/2021

single \* is responsibility of GenEd Working Group

double \*\* is an event/request for faculty, staff, and student input

## Overview, General Education & Capstone Implementation Plan

### Summer 2019

Development Institute Vision/SLO's/Curriculum Model  
 Presentation and workshops during convocation (focus on vision and SLO's)  
 Course development institute for spring pilot (FYE/ Capstone/QR/Writing)  
 Develop job descriptions for new positions

### Fall 2019

Engage CAP board and Senate to approve Vision/SLO's/Curriculum Model  
 Engage campus community in the Vision/SLO's/Curriculum Model  
 Curriculum working groups on (FYE/Capstone)  
 Curriculum working groups on Quantitative Reasoning and Writing  
 Curriculum working groups on distribution courses

### Spring 2020

Presentation and workshops during convocation (focus on curriculum)  
 Working groups on the curriculum  
 Pilot (FYE/Capstone/QR/Writing)

### Summer 2020

Course development institute / Assess pilot courses

### Fall 2020

Publicize successful pilots (movies/ convocation/ PR)  
 Engage CAP board and Senate in changes to the curriculum  
 Pilot more courses

### Spring 2021

Assess pilots / Pilot more courses

### Summer 2021

Teaching and Learning Institute

### Fall 2021

Pilot  
 Assess

### Spring 2022

Pilot  
 Assess

### Summer 2022

Teaching and Learning Institute

### Fall 2022

Pilot  
 Assess

### Spring 2023

Pilot  
 Assess  
 Final reports

# Colorado State University-Pueblo Works

May 2019 Board of Governors Meeting

Timothy Mottet | Donna Souder Hodge



COLORADO STATE UNIVERSITY SYSTEM

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

# Current state Future state Alignment



COLORADO STATE UNIVERSITY SYSTEM

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

CSU-Pueblo

Peer Group

3,936

**Enrollment**

Avg 7,449

68.4

**Retention**

70.6

32.4

**Completion**

41.2

83%

**Placement**

National Avg 86%



	Current State	Capacity	Delta
Enrollment	3,936	5,378	1,442
Residents living on campus	820	920	100
% of Undergrad to grad	97% / 3%	90% / 10%	
% online enrollment	3%	10%	7%



COLORADO STATE UNIVERSITY SYSTEM

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

Student Type	Fall 2018	Per Year New Potential	Delta
NEW FRESHMEN			
Pueblo County	294	394	100
Other SoCO Counties	125	275	150
Out-of-state/Intl	83	133	50
NEW TRANSFERS			
Pueblo County	125	369	244
Other SoCO Counties	113	275	162
Out-of-state/Intl	73	93	20
NEW ADULT LEARNERS (UG)			
SoCO Region	438	1638	1200
<b>Total</b>	<b>1251</b>	<b>3177</b>	<b>1926</b>
NEW GRADUATE STUDENTS			
Graduate Students	207	600	393



COLORADO STATE UNIVERSITY SYSTEM

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

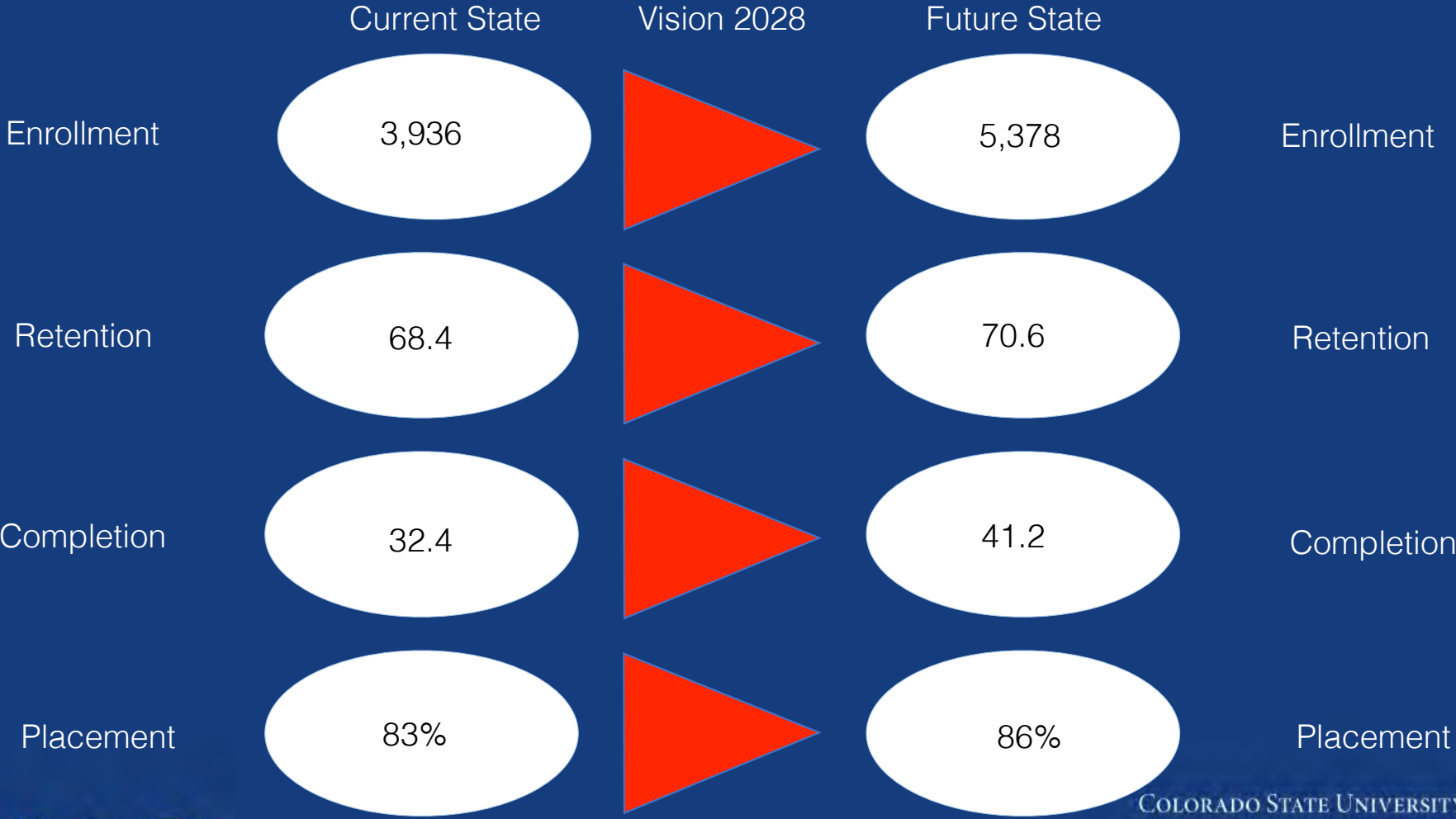


# Current state Future state Alignment



COLORADO STATE UNIVERSITY SYSTEM

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



Initiative 1  
New Financial  
Aid Model



Enrollment

Retention

Completion

Placement



# Initiative 2 Athletics



Enrollment

Retention

Completion

Placement



# Initiative 3 University Tracks Centers



Enrollment

Retention

Completion

Placement



# Initiative 4 New Advising Model



Enrollment

Retention

Completion

Placement





# Initiative 5 CSU-Pueblo at Colorado Springs



Enrollment

Retention

Completion

Placement



# Initiative 6 Adult Learning Program



Enrollment

Retention

Completion

Placement





# Initiative 7 General Education & Capstone Curriculum Redesign



Enrollment

Retention

Completion

Placement



Project Management

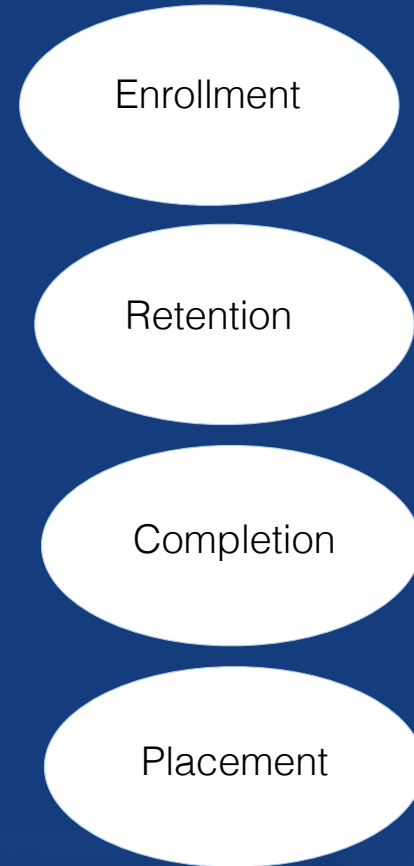
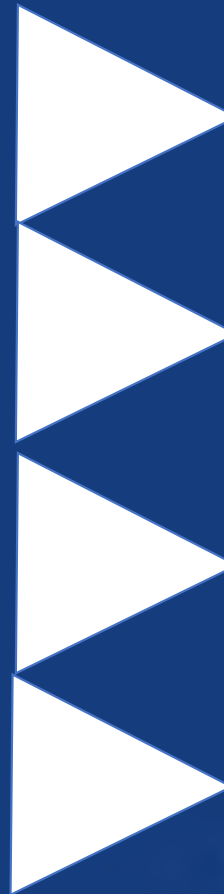
Initiatives

Tasks

Outcomes

Accountability

Performance



COLORADO STATE UNIVERSITY SYSTEM

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

# Current state Future state Alignment



COLORADO STATE UNIVERSITY SYSTEM

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

## SYSTEM GOALS:

**Ensure student satisfaction and success.** We will ensure access and affordability and make sure students receive the support they need to succeed, graduate and obtain the benefits of their post-graduate careers.

**Expand statewide presence.** Our outreach efforts include initiatives aimed at increasing the percentage of students enrolling in higher education and increasing the proportion of students who choose to enroll in one or more of the CSU System campuses.

**Create financial sustainability.** We will reinforce our contributions to Colorado in teaching, research and service, and the positive economic impact of the state's investment in public higher education.

**Transform Colorado's future.** We will provide an educated workforce to keep Colorado competitive in the global marketplace through teaching, research and outreach.



## INITIATIVES MAP TO SYSTEM GOALS:

**Initiative 1:** New Financial Aid Model

**Initiative 2:** Athletics

**Initiative 3:** University Tracks Center

**Initiative 4:** New Advising Model

**Initiative 5:** CSU-Pueblo @ Colorado Springs

**Initiative 6:** Adult Learning

**Initiative 7:** General Education and Capstone Redesign

MISSION: Developing students to navigate work in a rapidly changing world.

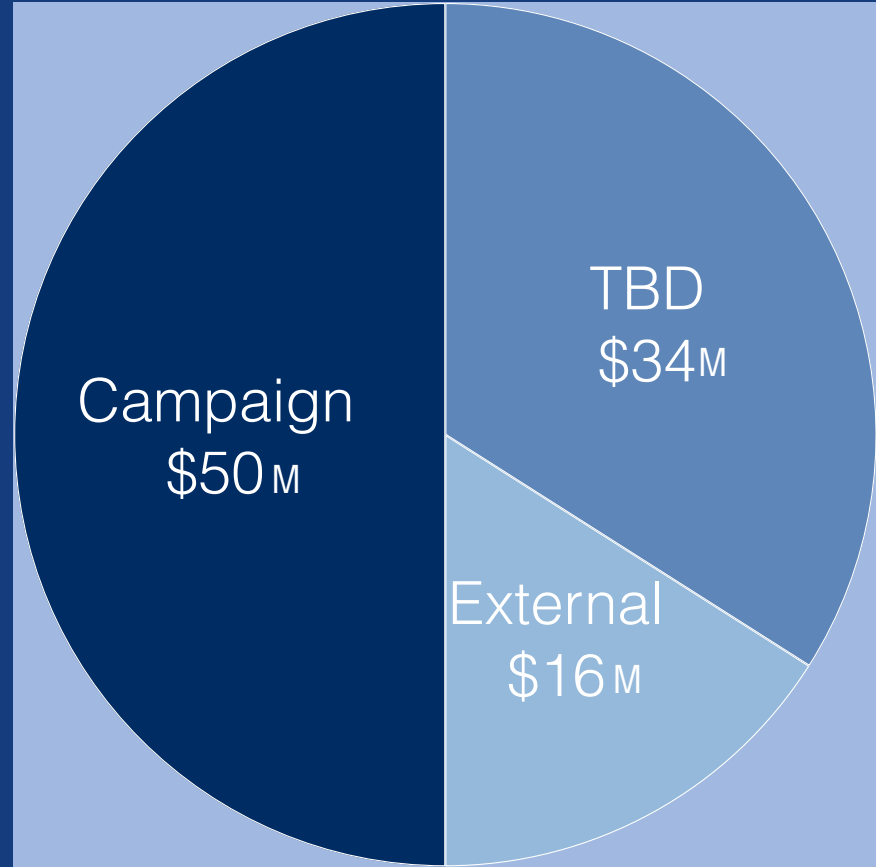
COLORADO STATE UNIVERSITY SYSTEM

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

We will raise \$50 million through campaign

We will procure \$16 million through external funding

We are seeking \$34 million to execute Vision 2028 over a 5-year period



# Colorado State University-Pueblo Works



COLORADO STATE UNIVERSITY SYSTEM

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





YEAR THREE OF THE

*Institute of*  
**Cannabis Research**

COLORADO STATE UNIVERSITY-PUEBLO



Go get it at  
[CSUPUEBLO.EDU](http://CSUPUEBLO.EDU)



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# ICR FROM THE DIRECTOR

July 1, 2018, marked the start of the third year of the **Institute of Cannabis Research (ICR) at Colorado State University-Pueblo**. This year has seen some exciting expansion of the Institute that built upon the successes of the previous years and fomented a number of exciting changes, including the continuation and expansion of cutting-edge research as well as the establishment of partnerships with external industry, scientific, and technical organizations.

**The Journal of Cannabis Research** ([JCannabisResearch.BioMedCentral.com](http://JCannabisResearch.BioMedCentral.com)) launched in Fall 2018 in partnership with Springer Nature and under the leadership of Dr. David Gorelick, the journal's first Editor-in-Chief.

For the third annual Institute of Cannabis Research conference (March 23-25, 2019), the conference committee implemented aggressive improvements to the diversity and quality of content of the conference proceedings and created opportunities for sponsorship and exhibition to foster stronger relationships between academia and industry, focusing on research and technology.

Furthermore, the Institute launched a national patient registry in partnership with Colorado-based **ValidCare**. This registry will facilitate the compilation of HIPAA-compliant clinical data from actual medical cannabis patients to allow for comprehensive scientific research into the efficacy of medical cannabis as an

alternative to pharmaceutical treatments. In addition, the registry will be one of the first in the nation to provide this service to researchers worldwide.

To better serve the needs and understand the concerns of our local community, the ICR has implemented a Community Liaison Board consisting of Southern Colorado community leaders who represent a cross-section of industries and sectors, including law enforcement, K-12 education, health and wellness, and the business community.

ICR leadership is also developing the **ICR Scientific Research Advisory Board** to enhance the ICR's scientific research effectiveness and timeliness and to help guide the ICR in high-impact research directions.

The following pages detail the breadth and depth of work created by the dedicated educators, students, researchers, and industry partners of the Institute of Cannabis Research. In an environment where communities across the United States seek to legalize hemp and cannabis products, the ICR can serve as an invaluable resource for unbiased data and research to inform the ongoing conversation regarding cannabis.

**Chad Kinney, Ph.D.**

*Director, Institute of Cannabis Research*



# MEET THE ICR STAFF



## CHAD KINNEY | DIRECTOR

Dr. Kinney received his bachelor's degree in environmental chemistry at the University of California, San Diego, and his Ph.D. in applied chemistry from Colorado School of Mines. Research in the Kinney lab has traditionally focused on the presence, fate, and effects of pharmaceuticals and personal care products (PPCPs) as contaminants in the environment. Many of the same analytical techniques are being employed in the development of novel extraction methods of phytochemicals by his group. In addition to serving as the ICR Director, Dr. Kinney currently serves as the Chair of the Chemistry Department at CSU-Pueblo. As Director of the ICR, Dr. Kinney provides leadership and management of the Institute's activities; liaises with external organizations, regional stakeholders, and government personnel/lawmakers; and facilitates the ICR's research, annual conference, and Journal of Cannabis Research.

## NICOLE QUARTIERO | ASSISTANT DIRECTOR

Nicole holds an undergraduate degree in biology and a master's degree in clinical research management from Arizona State University (ASU) and has worked as a Research Administrator at ASU, the Mayo Clinic, Denver Health, and most recently the University of Colorado, Denver - Anschutz Medical Campus, and brings a commitment to detail, thought, and analysis to her new role at CSU-Pueblo. As Assistant Director of the ICR, Nicole is a working lead and subject matter expert in research administration charged with executing important operational and fiscal functions in an attempt to help translate research discoveries into innovative applications while ensuring a disciplined, sound, and effective working environment.



## SANG-HYUCK PARK | SENIOR SCIENTIST/RESEARCH LIAISON

Formerly a research professor at CSU-Pueblo, Dr. Park completed his bachelor's degree in microbiology at Chung-Nam National University in South Korea and earned a master's degree from the Department of Plant Pathology from the University of Arkansas, Fayetteville. In 2011, Dr. Park obtained his Ph.D. from the Department of Plant, Soil, and Microbial Sciences at Michigan State University. Dr. Park's role at the ICR is to provide leadership to the ICR research team and conduct cannabis research in collaboration with other academic institutions and industries. Furthermore, he acts as a liaison to connect with other entities to facilitate expanding existing knowledge on cannabis and translating this knowledge into applications that benefit society.

## XIAO CUI | DATA ANALYST

Xiao Cui has extensive experience in clinical trials and proficiency in SAS, R, Minitab, SQL, and Tableau, and is the coauthor of several publications. Having earned master's degrees in biotechnology and applied statistics from Pennsylvania State University, Ms. Cui has worked for private companies as well as Johns Hopkins Medical School as a research technologist/clinical coordinator. In her role as ICR's Data Analyst, Ms. Cui supports ICR researchers with experimental design and statistical analysis, as well as monitoring fiscal data for the ICR.



## WENDY FAIRCHILD | OFFICE MANAGER

Wendy Fairchild is an alumna of CSU-Pueblo with a bachelor's degree in art and a minor in biology. She has worked 6 years with the University as an administrative assistant in the Department of Art and more recently as the Office Manager for the Institute of Cannabis Research. Previously, Wendy worked for Bechtel, Inc., as part of the Pueblo Chemical Agent Destruction Pilot Plant, and her early career included the conservation of fine art and historical documents for the University of Denver's Conservation Center, which she continues to practice today on a limited basis. Within the ICR, Wendy manages communications, coordinates activities planning/scheduling, and assists with contracts and purchasing.



The Mission of the Institute of Cannabis Research is to generate new knowledge and understanding of cannabis and its derivatives through research and education. Ongoing research projects facilitated through the ICR work to meet this mission while routinely engaging student research assistants in the process. This gives the next generation of researchers invaluable, first-hand experience within their discipline.

## ONGOING RESEARCH STUDIES



### DR. BARBARA BRETT-GREEN | PSYCHOLOGY

#### ▶ INVESTIGATION INTO THE EFFECTS OF MEDICINAL CANNABIS ON SEIZURES IN ADULTS WITH MEDICINALLY REFRACTORY EPILEPSY

The primary objective for this project is to continue an ongoing study into the effects of medicinal cannabis on seizures in adults with medically refractory epilepsy. This study leverages partnerships with the local non-profit Realm of Caring to provide support services for patients and enables the collection of bioanalytical data with the assistance of the company iC42 to process participants' biological samples (blood and urine) for antiepileptic medication and cannabinoid levels.

### DR. ANNETTE GABALDON | BIOLOGY

#### ▶ STUDY OF THE EFFECTS OF DIETARY HEMPSEED (CANNABIS SATIVA L.) ON GROWTH PATTERNS, BODY COMPOSITION, BONE MINERAL DENSITY, AND GUT MICROBIOTA DIVERSITY IN FEMALE C57BL/6J MICE

The objective of this study is to understand the influence of dietary hempseed on growth parameters and intestinal microbiota diversity. Hempseed is a nutrient-dense food that contains high amounts of protein, carbohydrates, fiber, lipids, vitamins, minerals, and phytochemicals, but its use as a dietary aide is controversial in the U.S. due to the presence of some cannabinoids in small amounts. Hempseed oil and seeds are beginning to appear in the U.S. market for human consumption, but its use in agricultural animal feed has not gained approval from the FDA.



#### ▶ DETECTING CANNABINOID-INDUCED ALTERATIONS TO CELLULAR METABOLISM USING A SEAHORSE XF BIOANALYZER AND MONITORING ITS IMPACT ON VIRAL REPLICATION

Cannabinoid receptors are ubiquitous and are found on cells all throughout the body. The objective of this study is to gain a better understanding of how cannabinoids alter cellular metabolism and will have a significant impact on cannabis research by providing critical data on how medicinal or recreational marijuana use impacts cellular physiology.




**DR. YOANNA LONG** COMPUTER INFORMATION SYSTEMS


**DR. KUANG YUAN HUANG** COMPUTER INFORMATION SYSTEMS (CO-PI)

**▶ BIG DATA ANALYTICS IN CANNABIS RESEARCH**

The project focuses on Data Analytics related to cannabis rehabilitation. By collecting and analyzing data from two online cannabis rehabilitation forums, the PIs investigated the types and the degrees of social support to quitters, specifically, what factors impact the quitters' emotional state and determination to seek rehab. The results of this research can be used in practice by designing a mobile application to facilitate cannabis rehab, which is one of the ongoing goals of this project. This research has also been published as a conference proceeding in HICSS (52nd Hawaii International Conference on System Sciences) and was nominated to the **Best Paper Award**.

**DR. NEB JACKSIC** ENGINEERING

**DR. MEL DRUELINGER** CHEMISTRY (CO-PI)

**▶ RHEOLOGICAL CHARACTERISTICS OF HEMP-BASED FILAMENT COMPOSITES FOR 3D PRINTING**

This research investigates flow characteristics of various hemp-based composites used in 3D printing. Hemp is stronger and less expensive than plastic, making it a cost effective and recyclable reinforcement composite agent to expand the use of 3D printing. However, if the hemp particles in the filament are too large, they can clog the 3D printing nozzle and subsequently stop the process, resulting in wasted material and time (time to clear the nozzle and time to re-print the object). If the hemp particles are too small, then the created objects are not as strong as they could be. In addition, the PIs consider the recyclability of 3D-printed objects.


**DR. JEFF SMITH** BIOLOGY

**▶ MODULATION OF NMDA-RECEPTOR DEPENDENT NEUROLOGICAL FUNCTION BY DEXANABINOL**

In collaboration with a noted neuroscientist at the University of Montana, the PI of this study seeks to characterize the role of dexamabinol NMDA receptors in mouse brain and to demonstrate its relevance for modulating NMDA receptor-dependent learning and memory in mice at both the electrophysiological and behavioral levels. The project addresses missing knowledge related to the potential use of dexamabinol as a selective therapeutic for brain disorders involving impaired learning and memory such as depression, post-traumatic stress disorder (PTSD), stroke, brain injury, and dementia (for instance, Huntington's and Alzheimer's diseases).

**DR. KAREN YESCAVAGE** PSYCHOLOGY



**MS. XIAO CUI** INSTITUTE OF CANNABIS RESEARCH (CO-PI)



► **CANNABIS LEGALIZATION AND OPIOID-RELATED DEATHS IN COLORADO, 1999-2018**

The National Institute on Drug Abuse recently funded two studies to examine the relationship between cannabis legalization and adverse outcomes associated with prescription opioids. In both studies, notably, the reduction in deaths was present only in states with dispensaries (not just medical marijuana laws) and was greater in states with active dispensaries. The purpose of this project is to determine if legal access to cannabis impacts mortality rates due to opioid overdose. The PIs assess opioid mortality rates spanning the past 19 years (1999-2018) across Colorado counties with populations of 100,000 or more. The PIs also run interrupted time series analyses to compare opioid-overdose mortality rates among counties with and without recreational cannabis legalization. The change in level and slope of opioid-related deaths are compared.






**DR. BRIAN VANDEN HEUVEL** BIOLOGY

**▶ APPLICATIONS OF INDUSTRIAL HEMP**

This project studies the use of industrial hemp in a variety of applications, including as a remediation tool for metals and metalloids from soil and municipal sewage sludge, and explores the possibility of scaling cannabinoid extraction methods developed in previous ICR projects to industrial volumes to isolate individual cannabinoids from hemp. This project seeks to determine if waste products from industrial hemp production (stems/leaves) can be a reliable source of important biopolymers and if the recently sequenced genomes for industrial hemp can serve as a framework for continued research into what genes are turned on and off during different growth stages, affecting important traits like disease resistance; drought intolerance; yield; and specific concentrations of CBCs, THC, or other secondary chemicals.

**Dr. Brian Vanden Heuvel**, *Biology* (PI)

**Dr. Leonardo Bedoya-Valencia**, *Engineering* (Co-PI)

**Dr. Yaneth Correa Martinez**, *Hasan School of Business* (Co-PI)

**Dr. Richard Farrer**, *Chemistry* (Co-PI)

**Dr. Chad Kinney**, *Chemistry* (Co-PI)


**DR. CHAD KINNEY** CHEMISTRY

**▶ PLANT IDENTIFICATION AND TRACKING USING CHEMICAL BARCODING**

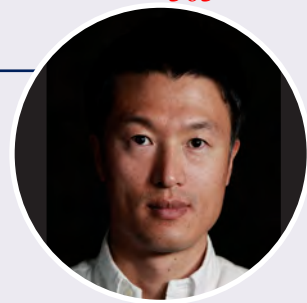
The purpose of this project is to develop a robust method of identifying the source of plant material and tracking it to the point of sale. As part of the project, the PIs aim to develop and validate a potential tracking technology using a chemical barcode that is versatile enough to be used in a wide range of applications and to encode a range of data. Use of plant/product identification is commonly employed in agriculture and food industries for purposes ranging from public safety to brand protection.

**Dr. Chad Kinney**, *Chemistry* (PI)

**Dr. Brian Vanden Heuvel**, *Biology* (Co-PI)

**Dr. James Carsella**, *Chemistry* (Co-PI)

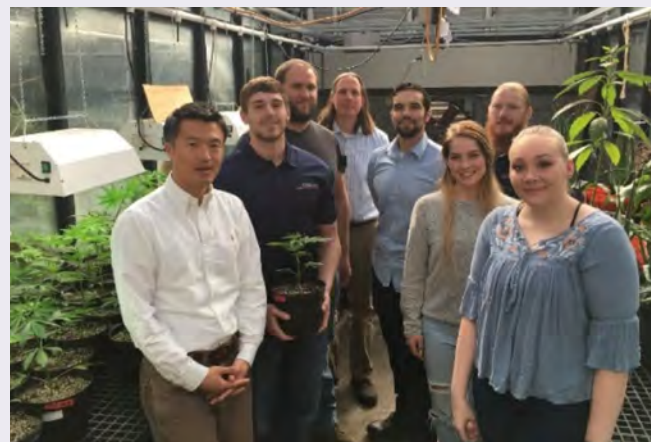
**Dr. David Boston**, *Chemistry* (Postdoctoral Researcher)

**DR. SANG-HUYCK PARK** BIOLOGY

► **BIOLOGICAL & CHEMICAL PROPERTIES OF CANNABIS**

Multi-tiered research projects led by Dr. Sang-Huyck Park, with the assistance of multiple student researchers, seek insights into fundamental cannabis biology and cannabinoid chemistry to address the intrinsic questions of why cannabis plants produce secondary metabolites such as cannabinoids and terpenoids, how they exploit the chemicals for their survival, and what evolutionary benefits they may have. A variety of research projects explore new agricultural/therapeutic uses of cannabidiol (CBD). One noteworthy research endeavor launched by this ICR research team is the genomic consortium for comparative genomics of hemp varieties to better understand genomic structures and genetic regulations underlying cannabinoid biosynthesis and agronomically important traits. The genomic consortium includes the world-class Arizona Genomics Institute (AGI) at the University of Arizona, led by Dr. Rod Wing, along with renowned cannabis geneticists Dr. John McKay (CSU-Fort Collins) and Dr. Nolan Kane (CU-Boulder). The multidisciplinary research consortium has successfully sequenced two hemp varieties and assembled two draft genomes. All data generated from this project will serve as a valuable genetic resource for investigating the mechanisms of cannabinoid biosynthesis in hemp.

**Dr. Sang-Huyck Park, Senior Scientist/Research Liaison (PI)**



## HEAR FROM THE STUDENTS



*Following my graduation from South Dakota State University, I made the long trek to the beautiful state of Colorado in order to pursue my master's degree in biology doing work related to cannabis. Personal inquiry along with literature review led to questions pertaining to cannabinoid production: Why does cannabis produce cannabinoids? What factors influence cannabinoid production? Where in the plant and at what stages of its life does cannabis begin to produce cannabinoids? Using visible light as the focus, I aim to determine the effects of different spectra of light found within the visible spectrum, as well as UV radiation, on the production of phytocannabinoids and their precursor throughout different stages of plant growth and development. Identifying the potential impact of various wavelengths of light on cannabinoid synthesis allows researchers and horticulturalists to develop highly efficient cultivation methods that can maximize the full potential of cannabis and its cannabinoids, ultimately leading to highly specialized cannabinoid profiles in different cannabis species that have many clinical and medicinal implications.*

– **Trevor Regas, Biology-MS Student at CSU-Pueblo**















































*Over the past two and a half years, I have had the pleasure of gaining research experience through the ICR. I began as a research assistant to Dr. Barbara Brett for her observational study on the effects of medicinal cannabis on individuals with medically refractory epilepsy in fall of 2016, which gave me a greater appreciation for the therapeutic potential of cannabis. After about one and a half years of working with Dr. Brett, I found myself working alongside Dr. Sang Park as well, looking at how cannabidiol may affect insects which is surprisingly a topic that has not received much attention due to the lack of an endocannabinoid system within the insect. Since I began working at the ICR, my base knowledge has vastly increased which proved to be quite the boon to me in many of my classes at Colorado State University-Pueblo, as I was able to garner information from the primary literature that was useful in understanding difficult concepts in the classes. I have seen much growth in the ICR over the past few years, and hope to see it grow into a world renowned research facility in the near future to provide valuable insights into the value of cannabis.*



– **Matthieu Conroy, Senior at CSU-Pueblo**

# RESEARCH PROGRESS SUMMARY

FOR FY19 PROJECTS

PROJECT	LITERATURE REVIEW	EXPERIMENTAL DESIGN/DATA COLLECTION	DATA ANALYSIS	DISSEMINATION/IMPLEMENTATION	NUMBER OF STUDENT(S)
Medicinal Cannabis on Adult Seizures*	 85%	 45%	 40%	 40%	7
Nutritional and Health Effects of Dietary Hempseed*	 100%	 100%	 85%	 70%	4
Effects of Cannabinoid on Cellular Metabolism	 100%	 90%	 75%	 75%	1
Big Data Analytics in Cannabis Research	 100%	 100%	 75%	 50%	2
3D Printing by Hemp-based Filament*	 100%	 75%	 60%	 40%	6
Neurological Effects of Cannabinoid Dexabinol	 95%	 85%	 80%	 70%	7
Cannabis Legalization and Opioid Related Deaths	 100%	 100%	 90%	 80%	2
K12 Cannabis Research Project	 100%	 80%	 80%	 75%	1
Applications of Industrial Hemp*	 80%	 30%	 30%	 30%	7
Plant Identification and Tracking	 100%	 95%	 75%	 60%	1
Cannabis Genomics and Genetics and Cannabinoid Characterization*	 100%	 70%	 70%	 40%	5

\*Multi-Year Project

Total Student Research Experiences: 43

As the ICR enters the final quarter of fiscal year 2019, many projects are nearing completion, with the exception of multi-year projects. The faculty, staff, and student researchers are progressing toward completing experimental work and data analysis in preparation for primary dissemination products. Dissemination of new information will typically include presentations at an appropriate professional conference(s), such as the ICR Conference. In most cases, the final products will include publication of results and analysis in a peer-reviewed research journal. The time period spanning the completion of a project, the preparation and review of a manuscript, and the final print appearance in a journal usually lasts several months.







# PROJECT SPOTLIGHT

## K12 CANNABIS USE AND RESTORATIVE JUSTICE

This project focuses on K-12 student cannabis use in the general population as well as within the LGBTQ student population, programs to prevent cannabis use, and interventions to address student violations of cannabis laws. Restorative Justice programs for students with cannabis-related infractions are being implemented and studied in Pueblo City Schools District 60 and Pueblo County School District 70.

**Dr. Tim Peters**, *Teacher Education* (PI)

**Dr. Bethany Kies**, *Exercise Science & Health Promotion* (Co-PI)

**Dr. Lynn Knight**, *Teacher Education* (Co-PI)

**Dr. Margie Massey**, *Teacher Education* (Co-PI)

**Dr. Jenny Piazza**, *Teacher Education* (Co-PI)

**Dr. Pam Richmond**, *Social Work* (Co-PI)

**Dr. Ron Wiley**, *Resource Exchange International Inc.*



The current Student Use Study is engaged in collecting data on cannabis infractions committed by middle and high school students from school administrators and law enforcement in Southern Colorado. This builds upon our previous studies of data on student cannabis use collected by the Healthy Kids Colorado Survey, a biennial self-reported survey of middle and high school students across Colorado. Anecdotal evidence from school staff points to higher levels of cannabis use by students since legalization of recreational cannabis in Colorado; the Healthy Kids Colorado Survey data indicates no increase in cannabis use since legalization. Our study aims to provide a broader picture of youth cannabis use in Southern Colorado. We are organizing a panel of experts at the state and local level to share and discuss their findings on student cannabis use in Colorado at the 2019 ICR Conference.

Restorative Justice is the other focus of our research study. Restorative Justice is “a collaborative decision-making process that includes victims, offenders, and others who are seeking to hold offenders accountable” by implementing these five basic principles: “relationship, respect, responsibility, repair, and reintegration”. This practice is an alternative to the traditional, punitive approaches towards offenders that became popular under the policy of Zero Tolerance and are still practiced by many schools today. Over the last 6 years, federal and state policies have discouraged the use of purely punitive measures and promoted alternative, restorative practices, such as Restorative Justice.

Our study examines the four stages of Restorative Measures Implementation in the local school systems. Stage one is the commitment to adopt by stakeholders; stage two is the training of a cadre of Restorative Justice practitioners in schools; stage three is initial implementation; and stage four is full implementation. Our study examines the process of institutional change and conducts an ethnographic study of the experiences of youth Cannabis offenders as they navigate a restorative justice process versus a purely punitive process.

Previous research by the K12 Cannabis Research Project includes a study that investigated the possible connection between communities that chose to permit recreational dispensaries and those that did not on student cannabis use and perceptions towards cannabis. As more and more communities wrestle with the choice of whether or not to permit local recreational dispensaries, investigating the influence of local dispensaries on K12 students is timely and relevant. Another study described the cannabis prevention education efforts in regional middle and high schools, and examined the need for additional materials and resources. Other studies have explored education funding from cannabis based tax revenue, and the prevalence of higher cannabis use and other illegal drugs by LGBTQI students.

– Tim Peters, Ph.D.



### MEDICINAL CANNABIS DATA REGISTRY

The goal of this project is to operate the world's preeminent cannabis patient registry that continually engages the medical community; uses technology to collect data from patients, providers, and researchers; and allows data correlation and extraction of insights to answer the most compelling questions associated with the medical use of cannabis. The ICR team worked with the Colorado company ValidCare to develop an online, independent, digital patient communication system intended to facilitate secure, real-time transfer of information between providers and patients. The database platform, which is intended to house patient-reported data and provider reports, is HIPAA compliant, IRB approved, and able to carry out data imports and exports. The platform allows for recording of product-specific data, including cannabis strain, profile, concentration, form, dosage, and concentration/strength. The PIs, partner, and ICR recognized the opportunity to create a trusted source of patient-generated data to understand the impact and effectiveness of cannabis-based products on multiple conditions.

**Dr. Jane Fraser, Engineering** (PI)

**Dr. Barbara Brett-Green, Psychology** (Co-PI)

**Dr. Sue Sisley, Scottsdale Research Institute** (Co-PI)

*Partnership with ValidCare*



## PROBLEMS EXPERIENCED WITH EDIBLE CANNABIS PRODUCTS

Legalization of cannabis and cannabis products at the state level has been associated with greater overall usage, refined cultivation methods, increased THC potency, and diverse modes of exposure, including edibles. The findings from this research are intended to inform public health education campaigns, product manufacture and labeling, and product information given at the point of sale.

**Dr. Jane Fraser**, *Engineering* (PI)

**Dr. Sue Sisley**, *Scottsdale Research Institute* (Co-PI)

*Partnership with Dr. Joshua Meisel  
Department of Sociology at Humboldt State University*



## STUDY OF HEMP COMPOSITE ELEMENTS AS STRUCTURAL MEMBERS FOR FRAMING HOUSES

This research investigates various hemp composites as a possible replacement for wood products in construction, specifically house-framing elements like trusses, studs, and joists. A number of standard test specimens will be created and tested (compression, tension, flexion, and Poisson's ration) to determine their mechanical characteristics. In this stage, various commercially available hemp textiles will be purchased and used in the creation of composite test specimens.

**Dr. Neb Jaksic**, *Engineering* (PI)

**Dr. MD R Islam**, *Civil Engineering Technology* (Co-PI)

**Kevin Sparks**, *MS, Civil Engineering Technology* (Co-PI)

*Partnership with Colorado Hemp  
Processing Cooperative*



## SUPPLY CHAIN MANAGEMENT USING BLOCKCHAIN TECHNOLOGY

This project focuses on using blockchain-distributed ledger technology to manage the cannabis supply chain. Collaboration between CSU-Pueblo faculty and students and a Colorado consulting company, BlockFrame, facilitated creation of a demonstration platform called Cannablock to track a supply chain based on the cutting-edge technology from IBM Hyper Ledger. This technology is for tracking the existence of legally supplied instances of this controlled substance as it persists in the user community state wide. Tracking using a blockchain-distributed ledger can securely store and transmit data to provide law enforcement the tools necessary for cannabis regulation. The scope of work for the project was to begin designing and implementing an application using blockchain to provide an immutable solution to track controlled substances using signatures placed within the controlled substance.

**Dr. Yoanna Long**, Computer Information Systems (PI)

*Partnership with BlockFrame*

## HEAR FROM THE STUDENTS



*The blockchain project was extremely valuable to me as a CIS student. Participating in it helped me master all of the skills that we learned throughout the CIS curriculum—for example, you need to have a good understanding of networking to implement the distributed component of blockchains. All of the other primary concepts that we have learned we applied as well: an understanding of cryptography is required to understand the core mechanisms behind which blockchains work, excellent skills in databases and database management systems allowed us to efficiently plan out the storage model of the blockchain, and of course programming and object oriented analysis and design was necessary for the implementation. Participating in the research project allowed for great synthesis of all of the skills that I have learned that few other projects would have.*

– **Alex Marck**, CSU-Pueblo, CIS Graduate



*Colorado State University-Pueblo has provided an incredible opportunity for students, and others, who are interested in blockchain technology. I was fortunate enough to work with a team of brilliant minds, and cutting edge technology during the Cannablock project. Prior to this project, I had not had much hands-on experience with developing technology, especially as fresh as blockchain. From this experience, I gained multiple skillsets that are of high-value in today's job market. From planning, designing, constructing, implementing, and testing, I was able to improve my skills in all categories. I would never have guessed the value that was going to come from being on this project. Being an active participant in this project has opened up opportunities that would not have been in my realm prior. I landed a job after doing this project, developing and managing blockchain frameworks. I would encourage all students to experience this level of professionalism and self driven work before graduating, because you will be a force to be reckoned with once you have a degree to go with your new skills. I cannot stress enough the knowledge that you will gain from being an active participant in the blockchain project at CSU-Pueblo.*

– **Jared Horvat**, CSU-Pueblo, CIS Graduate





# ICR CONFERENCES



The ICR 2017 and 2018 conferences combined attracted more than 900 attendees and researchers from every field of cannabis research expertise. The forum included researchers from universities, representatives from government agencies, and a host of industry experts. Presentations, panels, and posters covered the scientific, medical, industrial, legal, economic, and social elements of cannabis research. To ensure the relevance and depth of content of the Institute of Cannabis Research Conference 2019, the conference committee solicited session proposals from external researchers to complement those from CSU-Pueblo researchers, thus allowing the cannabis research community to help shape the conference program. In addition, a significant vetting and review process was put in place to ensure high-quality and cutting-edge research studies and efforts. Another first for the ICR Conference is the inclusion of research sponsors and exhibitor opportunities geared toward better serving the research and industry community attendees as well as making the conference a more sustainable event.

In addition to a robust program of panels, research papers, and posters the program included two renowned Keynote Speakers.



**Allyn Howlett, Ph.D.** delivered the Mechoulam Lecture at the Institute of Cannabis Research Conference 2019. Dr. Howlett's lecture, "Marijuana and Medicine: A Historical Perspective," provided an overview of big pharma exploration of cannabinoid treatments in the 1970s and discussed what it will take to make medicine now, 40 years later. Dr. Howlett was personally recommended by Dr.

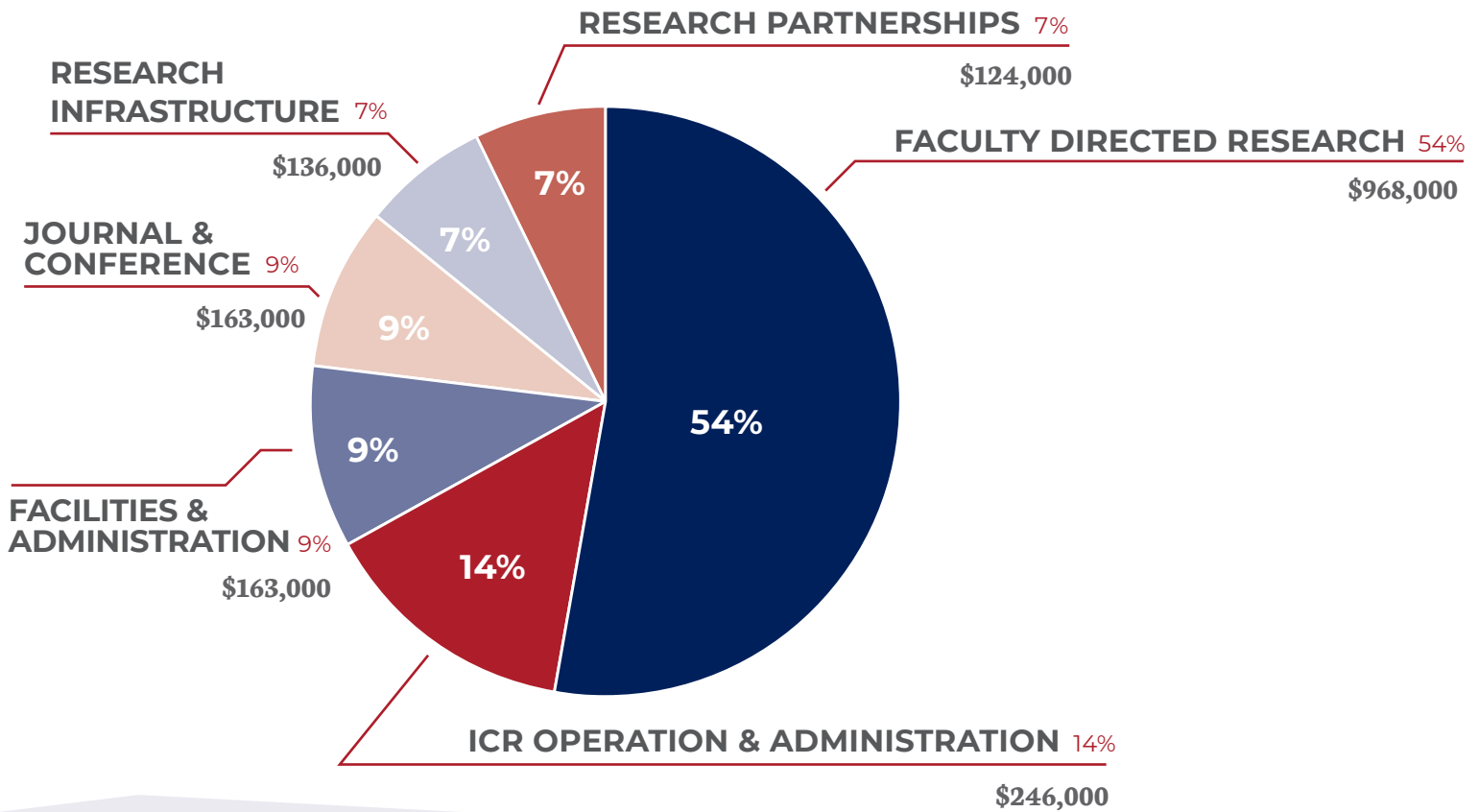
Raphael Mechoulam for this honor, citing her pioneering work on the discovery of the first cannabinoid receptor. Dr. Howlett is a professor in the Department of Physiology and Pharmacology at the Wake Forest School of Medicine in Winston-Salem, North Carolina, and is a member of both the Center for Research on Substance Use and Addiction at Wake Forest and the NIDA-funded P50 Center for the Neurobiology of Addiction Treatment.



**Mahmoud A. ElSohly, Ph.D.** is a research professor at The National Center for Natural Products Research and a professor of Pharmaceutics and Drug Delivery, School of Pharmacy, at the University of Mississippi (UM). He is also the Director of the National Institute on Drug Abuse (NIDA) Marijuana Project at UM. Dr. ElSohly delivered the Opening Plenary Address, "Cannabis Research Activities

at Ole Miss: Analytical and Product Development Activities," at the ICR Conference 2019. He has been with UM since 1975 and has been the Director of the NIDA Marijuana Project since 1981. He has over 40 years' experience working with the isolation of natural products (notably cannabis secondary metabolites) and is an expert in synthetic, analytical and forensic chemistry. He has more than 30 patents and over 300 publications in these areas of science.

# FY 2019 BUDGET (\$1,800,000)



The ICR is staffed by a few dedicated individuals whose responsibility is to facilitate key activities needed to carry out the mission of the ICR. The most visible of these is research. Ongoing research continues to be the largest use of the State appropriation that funds the ICR, making up 67% of the current fiscal year budget, including direct research expenditures for faculty-directed projects, research partnerships, and research infrastructure improvements. The research facilitated through the ICR addresses both current needs and gaps in understanding and maintains a keen eye toward the future. For example, in the current year one team of researchers continues to study the impacts and perceptions of K-12 student cannabis use, programs to prevent cannabis use, and interventions to address student violations of cannabis laws, while other researchers are studying the potential uses of the whole cannabis

plant for matters ranging from phytoremediation to building materials. Still other researchers are considering the potential application of cannabinoids as selective therapeutics for brain disorders involving impaired learning and memory, including depression, post-traumatic stress disorder (PTSD), stroke, and dementia-related diseases, while further researchers are studying the potential dietary benefits of nutrient-dense hempseeds. While this research is being led by faculty at CSU-Pueblo to meet the research mission of the ICR, it is done in concert with the educational mission of the University by involving students in the high-impact practice of participating in original research. Beyond research resources granted for the operation of the ICR, funds are allocated toward disseminating the results of research through the annual ICR Conference and the Journal of Cannabis Research.



The Institute of Cannabis Research has partnered with the well-respected publisher Springer Nature to launch the Journal of Cannabis Research (JCR) this past fall. The Journal will serve as a vetted aggregator of scientific data from researchers across the spectrum of cannabis-related research efforts—around the U.S. and beyond. The JCR will publish papers and studies from acknowledged experts as well as new researchers in the emerging field of cannabis studies. Editor-in-Chief Dr. David Gorelick, a professor of psychiatry at the University of Maryland School of Medicine, has recruited a distinguished group of international experts to serve on the JCR's Editorial Board.



## COMMUNITY LIAISON BOARD

The Community Liaison Board (CLB) to the Institute of Cannabis Research (ICR) at Colorado State University-Pueblo exists to enhance information sharing between the ICR and regional stakeholders. The CLB was constituted in the late summer of 2018 and meets every other month. The Board members consist of local stakeholders representing the medical and public health communities, education, business, and law enforcement. Board members provide regular input to the ICR Director on issues, concerns, and suggestions regarding the functioning of the ICR and receive information, updates, announcements, press releases, etc., about ICR activities, functions, policies, and events. The Board members are as follows:

- Dr. Libby Stuyt**, Psychiatrist at Colorado Mental Health Institute    **Lynn Procell**, Pueblo County Public Health Interim Director  
**Dr. Brad Roberts**, ER Physician, Parkview    **Jeff Bodmer**, Pueblo Police Captain  
**Dr. Henry Roman**, Retired D60 Superintendent  
**Matt Centner**, Chamber of Commerce Member, Comcast

## SCIENTIFIC RESEARCH ADVISORY BOARD

The ICR is currently in the process of creating and constituting the Science Research Advisory Board (SRAB), whose purpose is to enhance the ICR's scientific research effectiveness and timeliness as well as to suggest important research directions. Scientific research on cannabis is a dynamic and changing landscape, and the SRAB is intended to assist the ICR in identifying and maintaining activities at the cutting edge of cannabis research. Board members provide regular input to the ICR on the direction of cannabis scientific research and possible research areas warranting attention. The ICR has recruited the inaugural SRAB, which includes the following members:

- Dr. Robert Sievers**, CU-Boulder Chemistry and Biochemistry and Environmental Studies Program. Research Interests include Pharmaceutical Sciences  
**Dr. Joanna Zeiger**, Director of Train Away Chronic Pain. Background in Public Health and Epidemiology; Pain Management.  
**Dr. Malik Hasan**, Neurologist and NuVue Pharma    **Justin Henderson**, CEO, Peak Holdings Group LLC  
**Dr. Joseph DiVerdi**, CSU-Fort Collins Chemistry Department, Analytical Chemistry. Published cannabis research and operates a private lab/business (XTR Labs) for cannabis analysis.    **Dr. Sang-Hyuck Park**, CSU-Pueblo ICR Senior Scientist  
**Dr. Justin Boge**, Pain and Anesthesia Physician. Interested in cannabis research related topics.    **Dr. Jeff Smith**, CSU-Pueblo Biology Department; ICR Supported Researcher

Cannabis research is a dynamic and varied area of scholarly activity, and the ICR represents one key component of Colorado's remaining at the forefront of cannabis knowledge in the U.S. Faculty, staff, and students are excited to play a significant role in advancing science and understanding in this field. At the time of preparing this report, research proposals for next fiscal year are being reviewed and considered as the ICR looks to move into year 4 and build upon the momentum created in the first three years of this exciting endeavor.



# ICR DISSEMINATION ACTIVITIES

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THIS LIST DOES NOT INCLUDE CSU-PUEBLO RESEARCH PRESENTATIONS AT THE ANNUAL ICR CONFERENCE. TO DATE, THERE HAVE BEEN 67 RESEARCH PRESENTATIONS BY CSU-PUEBLO RESEARCHERS DELIVERED AT THE ANNUAL ICR HOSTED EVENT.

Boston, D. J., Carsella, J., Vanden Heuvel, B. D., & Kinney, C. A. (2019). *Chemical barcoding for cannabis source identification*. Paper presented at the 257th American Chemical Society National Meeting Orlando, FL.

Boyd, K., Blanton, C., & Gabaldón, A. M. (2018). *Effects of a symbiotic diet on bone mineral density in mice as measured by DEXA scan*. Paper presented at the 14th Annual CSM Student Research Symposium, Pueblo, CO.

Brett, B., Luckini, T., Conroy, M., Ramirez, Y., & Freeman, K. (2018). *An Observational Study of Medicinal Cannabis Effects in Adults with Medically Refractory Epilepsy*. Paper presented at the International Cannabinoid Research Society Meeting, Leiden, Netherlands.

Conroy, M., Luckini, T., Ramirez, Y., Freeman, K., & Brett, B. (2018). *Effects of Medicinal Cannabis Use on Seizures in Adults with Medically Refractory Epilepsy: A Progress Report*. Paper presented at the 87th Annual Rocky Mountain Psychological Association Conference, Denver, CO.

Conroy, M., Vanden Heuvel, B. D., Gostin, E. L., Staples, S. K., & Park, S.-H.). *Chronic exposure to cannabidiol causes metabolic changes within Manduca sexta*. *Scientific Reports - Nature*. Manuscript in preparation.

Huang, K. Y., & Long, Y. (2019). *Fighting Together: Discovering the Antecedents of Social Support and Helpful Discussion Threads in Online Support Forums for Cannabis Quitters*. Paper presented at the 52nd Hawaii International Conference on System Sciences (HICSS-52), Maui, HI.

Kinney, C. A., Seifried, D. G., Arellano, C. J., Gurau, A. T., Vanden Heuvel, B. D., Cranswick, M. A., & Boston, D. J. (2019). *Development of an efficient method for the extraction and isolation of cannabidiol (CBD) from bulk industrial hemp using pressurized liquid extraction (PLE) and flash chromatography*. Paper presented at the 257th American Chemical Society National Meeting Orlando, FL.

Long, Y. (2019). *Fighting Together: Discovering the Antecedents of Social Support and Helpful Discussion Threads in Online Support Forums for Cannabis Quitters*. Paper presented at the HICSS.

Lujan, W. P., Linkowski, A., & Gabaldón, A. M. (2018). *The potential of whole hempseed as a prebiotic to support growth and metabolism of anticarcinogenic probiotic bacteria*. Paper presented at the 14th Annual CSM Student Research Symposium, Pueblo, CO.

Montoya, Z., Uhernik, A., Smith, JP (2018). *Cannabidiol during Acquisition affects Learning and Memory in Female Mice*. College of Science and Mathematics Student Research Symposium, CSU-Pueblo.

Montoya, Z., Uhernik, AL, Smith, JP (2018). *Fear Memory Extinction is enhanced by Cannabidiol When Given during Acquisition in Female Mice*. Sixteenth Annual Front Range Neuroscience, CSU. Poster session #11.

Park, S.-H. (2017). *Genomics and Genetics of Cannabis & Molecular Marker-Assisted Cannabis Breeding*. Paper presented at the Industrial Hemp Research Foundation, Denver, CO.

Park, S.-H. (2018a). *Contrasting Roles of Cannabidiol as an Insecticide and Rescuing Agent for Ethanol-induced Death in the Tobacco Hornworm Manduca sexta*. Paper presented at the United Natural Products Alliance, Lafayette, CO.

Park, S.-H. (2018b). *Contrasting Roles of Cannabidiol as an Insecticide and Rescuing Agent for Ethanol-induced Death in the Tobacco Hornworm Manduca sexta*. Paper presented at the Medical Cannabis Technology Forum, Denver, CO.

Park, S.-H., Staples, S. K., Gostin, E. L., Smith, J. P., Vigil, J. J., Seifried, D., Vanden Heuvel, B. D. *Cannabinoid Responses of Cannabis sativa to Stresses*. *Journal of Cannabis Research*. Manuscript in preparation.

Park, S.-H., Staples, S. K., Gostin, E. L., Smith, J. P., Vigil, J. J., Seifried, D., Vanden Heuvel, B. D. *Contrasting Roles of Cannabidiol as an Insecticide and Rescuing Agent for Ethanol-induced Death in the Tobacco Hornworm Manduca sexta*. Scientific Reports. Manuscript submitted for publication.

Pauli, C. S., Mohalla, M., Conroy, M., Gostin, E. L., Jones, D., & Vanden Heuvel, B. D. *Current medical applications of cannabidiol (CBD)-based medicines*. Frontiers in Pharmacology. Manuscript in preparation.

Peters, T. W., & Foust, C. (2019). *High School Student Cannabis Use and Perceptions towards Cannabis in Southcentral Colorado – Comparing Communities that Permit Recreational Dispensaries and Communities that Do Not*. Journal of Cannabis Research.

Rodriguez, J., Lopez, J., & Steel, J. (2018). *The impact of cannabinoid receptor (CB1) antagonism/agonism on alphavirus replication*. Paper presented at the 14th Annual CSM Student Research Symposium, Pueblo, CO.

Seifried, D. G., Arellano, C. J., Gurau, A. T., Vanden Heuvel, B. D., Cranswick, M. A., Boston, D. J., & Kinney, C. A. *Development of an efficient method for the extraction and isolation of cannabidiol (CBD) from bulk industrial hemp using pressurized liquid extraction (PLE) and flash chromatography*. Industrial Crops and Products. Manuscript under review.

Seifried, D. G., Fernandes Ramos, M., & Kinney, C. A. (2019). *Pressurized Liquid Extraction: A robust extraction method for cannabinoid analysis and in-extraction chemical modification of acidic cannabinoids*. Paper presented at the 257th American Chemical Society Orlando National Meeting Orlando, FL.

Smith, JP (2017). *Cannabidiol-Dependent Modulation of Cognitive Learning*. Industrial Hemp Research Foundation, Denver CO.

Smith, JP (2017). *Cannabidiol-Dependent Modulation of Cognitive Learning*. University of Colorado Boulder, Chemistry Department Seminar Series, Boulder CO.

Smith, JP (2018). *Cannabidiol as a Helpful Adjunct to Exposure Therapy for PTSD Patients?* National Alliance on Mental Illness (NAMI), Pueblo, CO.

Smith, JP (2018). Roundtable Discussion about the use of cannabis for treating mental illness. The forum included about 30 community members from the mental health profession and consumers. National Alliance on Mental Illness (NAMI), Pueblo, CO.

Uhernik, A. L., Montoya, Z. T., Balkissoon, C. D., & Smith, J. P. *Learning and memory is modulated by cannabidiol when administered during trace fear-conditioning*. Neurobiology of Learning and Memory. 149:68-76. doi: 10.1016/j.nlm.2018.02.009.

Uhernik, AL, Balkissoon, C., Vigil, J., Montoya, Z., Smith, JP, (2017). *Differential Effects on Cognitive versus Reflexive Memory Recall after Cannabidiol Treatment*. College of Science and Mathematics Student Research Symposium, CSU-Pueblo.

Uhernik, AL, Balkissoon, C., Vigil, J., Montoya, Z., Smith, JP, (2017). *Potential Modulation of GABAA Cl- Current in CA1 Pyramidal Cells by Cannabidiol in Mouse Hippocampal Slices*. College of Science and Mathematics Student Research Symposium, CSU-Pueblo.

Vigil, J., Uhernik, AL, Smith, JP, (2018). *HU-211-sensitive Cognitive Learning and Memory Processes GluN2B Surface Expression in the Mouse Brain*. College of Science and Mathematics Student Research Symposium, CSU-Pueblo.

Vigil, J., Uhernik, AL, Smith, JP. (2018). *HU-211-Sensitive, Cognitive Learning and Memory Processes Modulate GluN2B Surface Expression in the Mouse Brain*. Rocky Mountain Neuroscience Annual Conference, CSU Fort Collins.

Williams, D. W., & Gabaldón, A. M. (2018). *The effects of 2-arachidonoylglycerol, anandamide, and 17-estradiol on osteogenesis in cultured primary human osteoblasts*. Paper presented at the 14th Annual CSM Student Research Symposium, Pueblo, CO.



*Institute of*  
**Cannabis Research**  
COLORADO STATE UNIVERSITY-PUEBLO



FOR MORE INFO

Go to: [csueblo.edu/institute-of-cannabis-research](https://csueblo.edu/institute-of-cannabis-research) or Call: 719.549.2294





# Financial Report

2018





2200 BONFORTE BLVD.  
PUEBLO, COLORADO 81001-4901



Campus Stakeholders,

CSU-Pueblo proudly implements its mission by providing educational opportunities for our students, by conducting research, and by serving the community. These activities are made possible by judiciously managing our financial resources. I am pleased to present the CSU-Pueblo 2018 Financial Report, which has been prepared to provide interested parties with financial information regarding our campus. This report summarizes data taken from the Quali Financial System (KFS). This database is the general ledger for CSU-Pueblo and is used to prepare the annual financial statements for the University.

Pages 1 and 2 include expenditure and revenue data from three fiscal years. Pages 3 and 4 show trend data of revenue and state support over the past four years. Pages 5 and 6 depict expenditure trends and includes information on compensation. Finally, summaries of assets and liabilities from the balance sheet are shown on pages 7 and 8.

By improving financial transparency, campus stakeholders will have a better understanding of the revenues collected by the campus and the activities supported by these revenues. Thank you for supporting CSU-Pueblo and the students we serve.

Respectfully,

A handwritten signature in blue ink that reads "Karl Spiecker".

Karl Spiecker  
Vice President for Finance and Administration

**Operating and Nonoperating Revenues**  
(amounts expressed in thousands)

	2008	2017	2018
<b>Operating revenue</b>			
College Opportunity Fund	8,342	6,683	6,413
State Fee-For-Service revenue	7,074	8,969	10,196
<b>Sub-total of State Funds</b>	<b>15,416</b>	<b>15,651</b>	<b>16,609</b>
Student tuition and fees (net of scholarship allowances)	9,833	27,964	26,700
Grants and contracts	16,211	12,820	9,316
Sales and services of educational activities	252	511	199
Auxiliary enterprises, (net of scholarship allowances)	8,305	9,659	10,123
Other operating revenue	574	773	348
<b>Total operating revenue</b>	<b>50,591</b>	<b>67,379</b>	<b>63,296</b>
<b>Nonoperating revenues (expenses)</b>			
State appropriations	-	899	1,800
Gifts	2,672	4,320	3,560
Investment Income	967	153	269
Interest expense on capital debt	(555)	(3,371)	(5,044)
Federal nonoperating grants and contracts	-	7,982	8,312
Gain (Loss) on disposal of assets	3,908	-	-
Other nonoperating revenues	0	253	(4,274)
<b>Total nonoperating revenues</b>	<b>6,993</b>	<b>10,236</b>	<b>4,623</b>
<b>Other revenues</b>			
Fees	-	1,711	1,498
State capital contributions	8,097	1,293	1,935
Capital grants and capital gifts	-	190	91
Payments from (to) governing boards or other institutions*	(340)	2,339	2,707
<b>Total other revenues</b>	<b>7,757</b>	<b>5,533</b>	<b>6,231</b>
<b>Total Revenues</b>	<b>65,341</b>	<b>83,148</b>	<b>74,150</b>

\* In recent years, the CSU System has invested in the CSU-Pueblo campus. In 2017 and 2018, the investment included support for new academic programs, assistance in making debt service payments for the residence halls, funds to relocate a scoreboard from Ft. Collins to the ThunderBowl, and funds to repair the surface of the football stadium.

**Operating Expenses**  
(amounts expressed in thousands)

	2008	2017	2018
<b>Operating expenses</b>			
Instruction	16,963	24,534	28,307
Research	163	2,754	4,152
Public service	4,433	452	536
Academic support	5,471	6,505	6,810
Student services	5,519	6,674	7,262
Institutional support	2,371	7,334	8,806
Operation and maintenance of plant	5,566	8,701	9,311
Scholarships	2,106	8,552	5,278
Auxiliary enterprises	8,516	15,133	16,286
Depreciation	3,616	7,280	8,167
<b>Total operating expenses</b>	<b>54,726</b>	<b>87,919</b>	<b>94,914</b>

Student tuition and fee revenue represents tuition and fees paid by students, less scholarship allowance. The University also receives two types of state funds: (a) tuition revenue in the form of College Opportunity Fund (COF) payments, which are provided to students by the state; and (b) revenue from the State Fee-for-Service contract.

From 2008 through 2018, CSU-Pueblo's revenue from tuition and fees increased by 172%. During this period, the support from state funds (College Opportunity Fund and State Fee for Service) increased by 7.7%. In the past two years, the state received an appropriation from the Marijuana Tax Fund to support the Institute of Cannabis Research (ICR).

Interest expense on capital debt has increased substantially over the past decade. The majority of these payments are for construction projects funded with student fees (residence halls, Student Recreation Center, and the Occhiato Student Center).



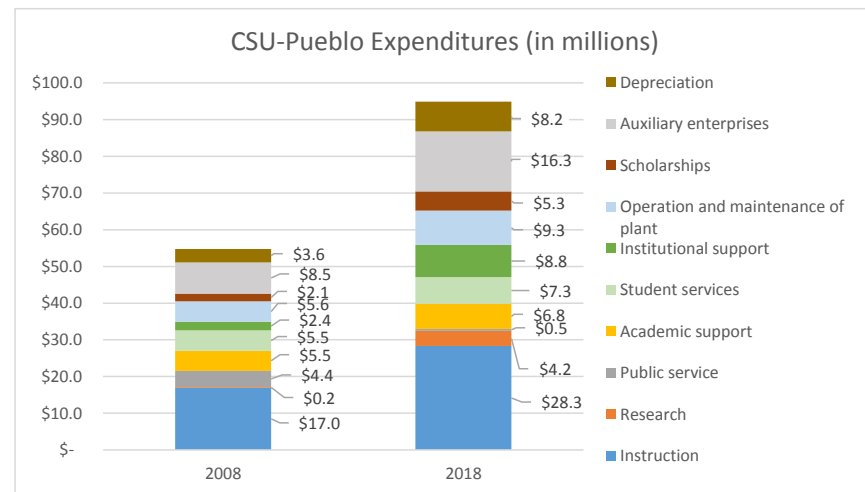
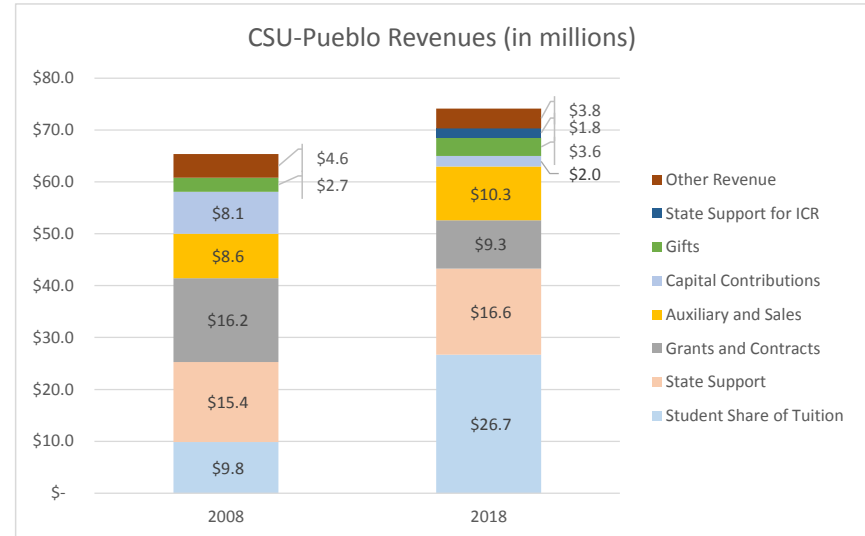
**Statement of Revenues, Expenses, and Changes in Net Assets**

The University's Condensed Statement of Revenues, Expenses, and Changes in Net Assets presents the information showing how the net assets of the University have changed. The statement distinguishes between operating and nonoperating activities. Operating revenues and expenses result from providing goods and services related to the University's mission and incurring expenditures to acquire goods and services necessary to carry out this mission. Nonoperating revenues, net, are derived from non-mission related activities.

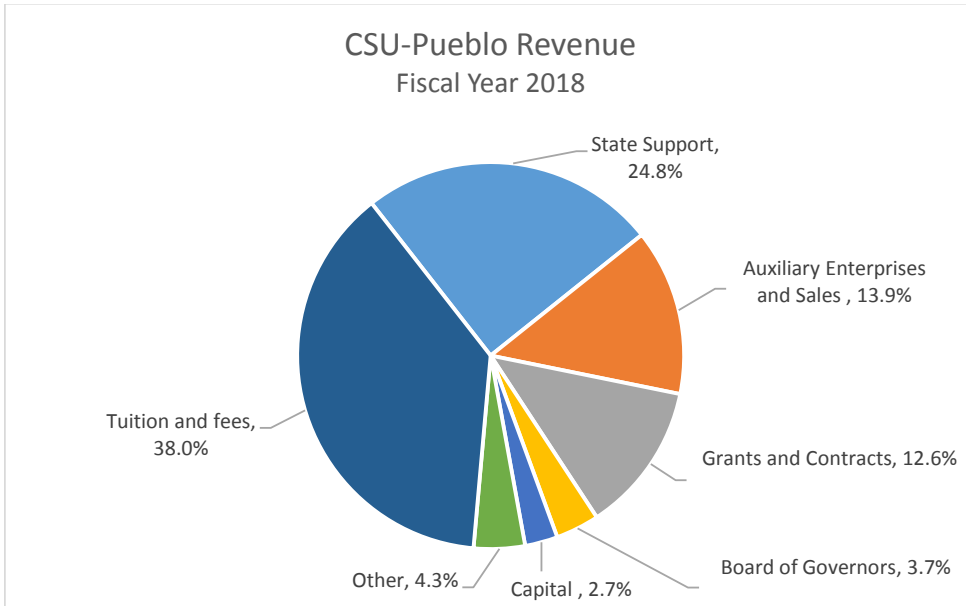
**Condensed Statement of Revenues, Expenses, and Change in Net Assets**

	2008	2017	2018
Operating Revenues	50,591	67,379	63,296
Minus Operating Expenses	(54,726)	(87,919)	(94,914)
<b>Operating Gain (loss)</b>	<b>(4,134)</b>	<b>(20,540)</b>	<b>(31,618)</b>
Nonoperating Revenues (net of expenses)	6,993	10,236	4,623
<b>Income (loss) before other revenues (net of expenses)</b>	<b>2,859</b>	<b>(10,304)</b>	<b>(26,995)</b>
Other revenues	7,757	5,533	6,231
<b>Increase (decrease) in Net Assets</b>	<b>10,615</b>	<b>(4,771)</b>	<b>(20,763)</b>
Net assets, beginning of year	58,860	58,401	53,630
Change in Accounting Principle	-	-	(1,617)
<b>Net assets, end of year</b>	<b>69,475</b>	<b>53,630</b>	<b>31,249</b>

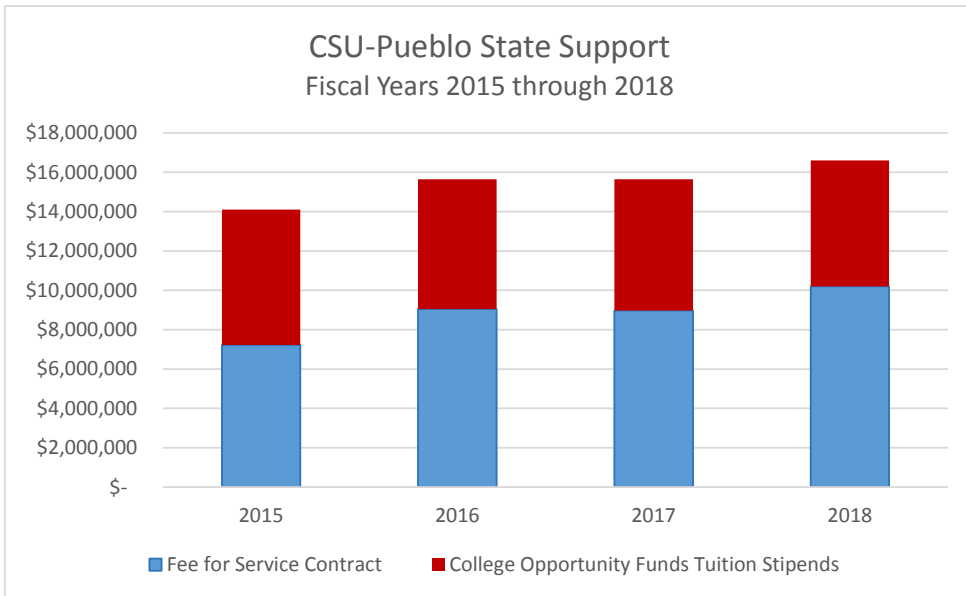
Over the past year, the net position of the University declined by \$20.7 million. While a variety of factors contributed to the decline, the majority of this decline stems from accounting adjustments to comply with statements from the Governmental Accounting Standards Board (GASB). In particular, GASB 68 and GASB 75 require adjustments to reflect CSU-Pueblo's estimated share of the unfunded liability for the Public Employees Retirement Association (PERA), the state's pension system. Increases in debt service and depreciation coupled with declines in tuition and grant revenue have also played a role in the operating loss.







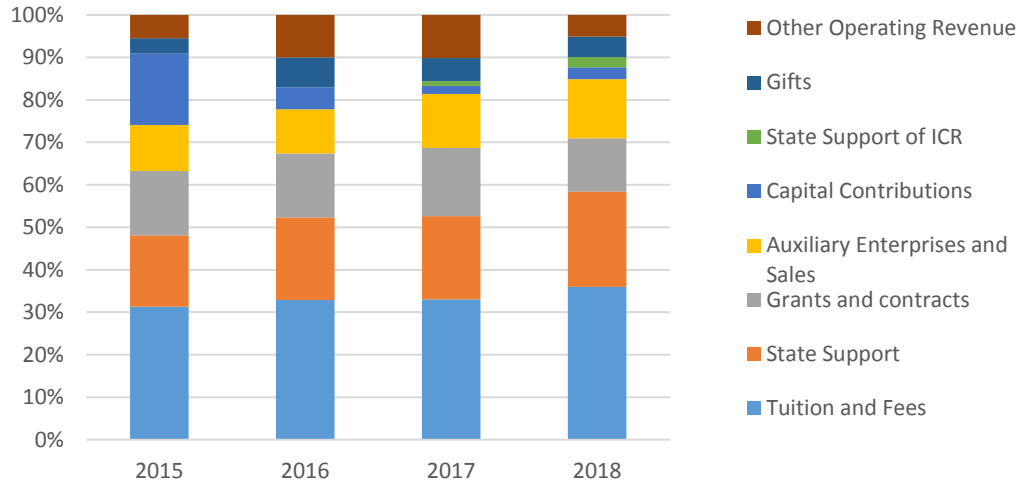
Overall University revenue is increasingly reliant on tuition and fees. In 2018, approximately 38% of the revenue was from this fund source. State funds constitute nearly one out of four dollars received by the University in 2018. The capital contributions include controlled maintenance funds appropriated by the state. The support from Board of Governors was used to fund new academic programs, housing debt service payments, and funds to move the scoreboard from Hughes Stadium to the Thunderbowl.



State support for CSU-Pueblo's operating budget comes from two sources: (a) Fee for Service payments; and (b) College Opportunity Funds allocated to students. In the past four years, state support increased by \$2.5 million from \$14.1 to \$16.6 million. During this same period, Fee for Service funds increased by \$2.9 million, and College Opportunity Funds actually declined by approximately \$400k.

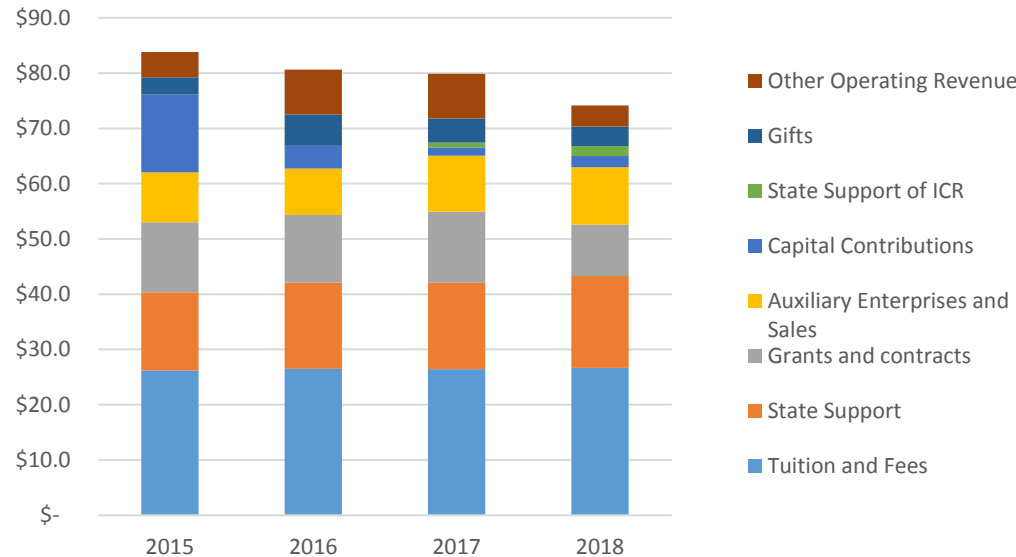
In addition to the funds reflected in this chart, the state appropriated funds for the Institute of Cannabis Research (ICR) and for controlled maintenance projects on campus.

CSU-Pueblo Revenue (by percentage)



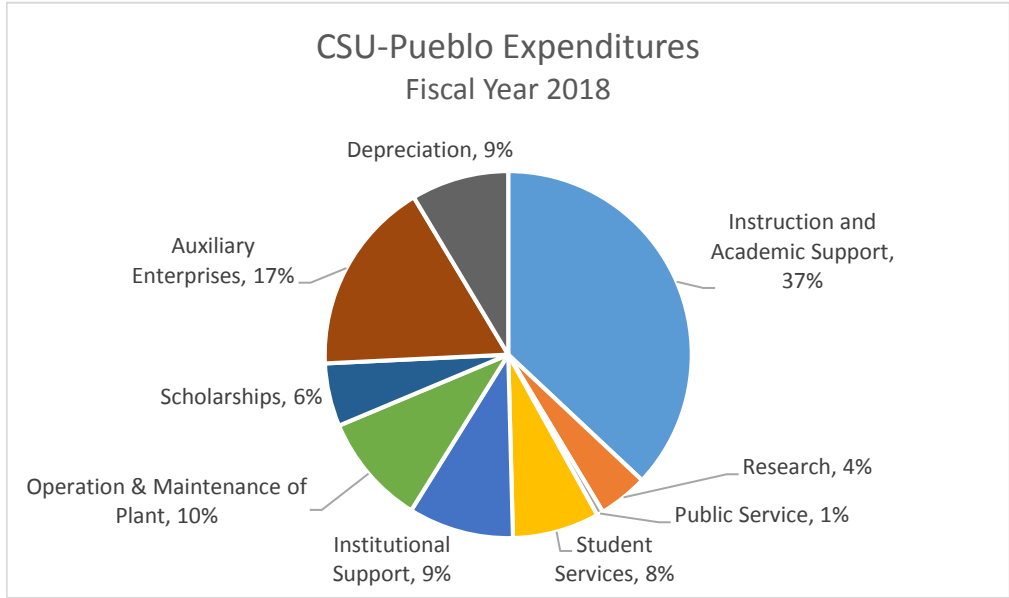
The chart to the left reflects the percentage of funds received by CSU-Pueblo each year by fund source. Most categories did not change appreciably during the four-year period. In 2015, the University received funds for the construction of the General Classroom Building. These funds did not continue in subsequent years.

CSU-Pueblo Revenue (by \$ in millions)



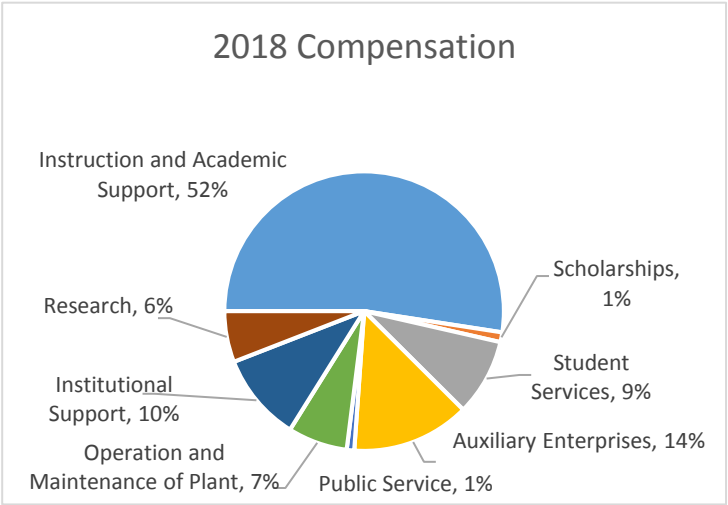
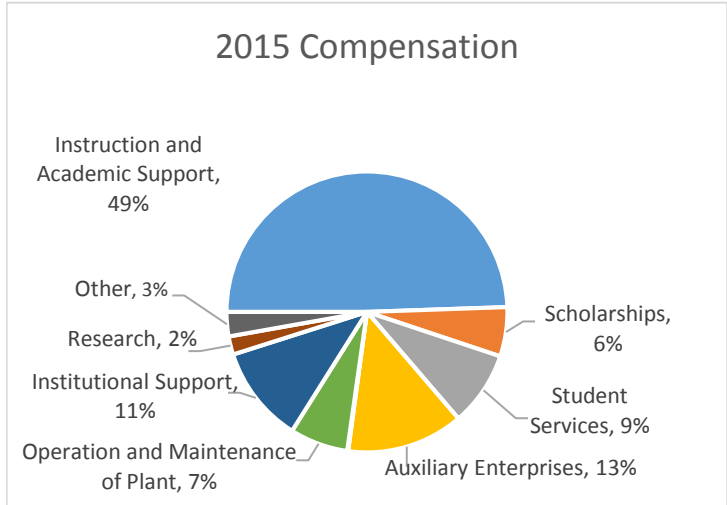
The total amount of revenue received by CSU-Pueblo in 2018 was \$9.6 million less than in 2015. This includes declines of \$12.1 million in capital construction and \$3.3 in grants and contracts. These were partially offset by increases in other categories: \$2.5 million in state support, \$1.8 million for ICR appropriations, \$1.3 in auxiliary revenue, \$0.5 million in gifts, and \$463k in tuition and fees.

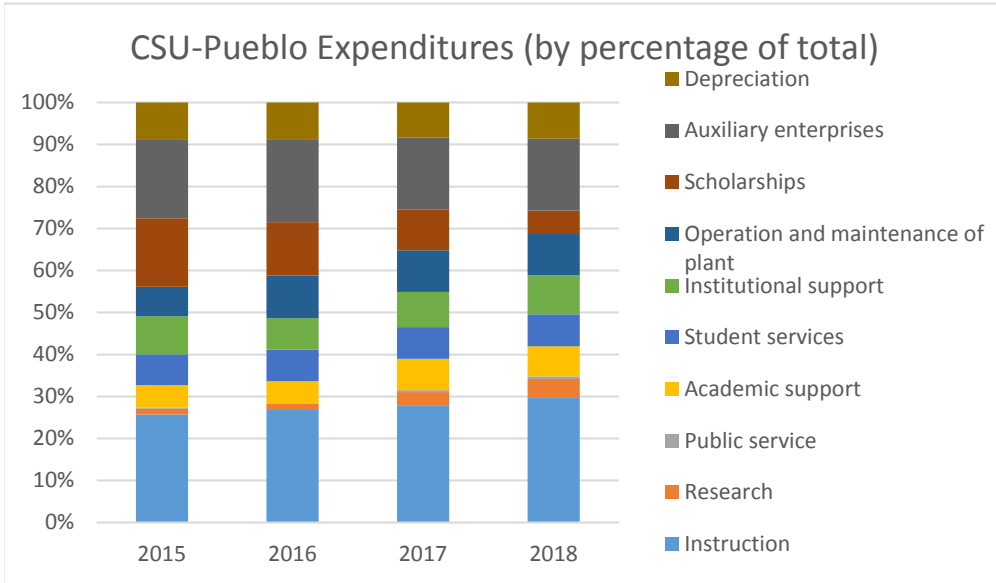
Tuition rates have increased, but overall tuition revenue has declined by \$0.5 million due to lower enrollments.



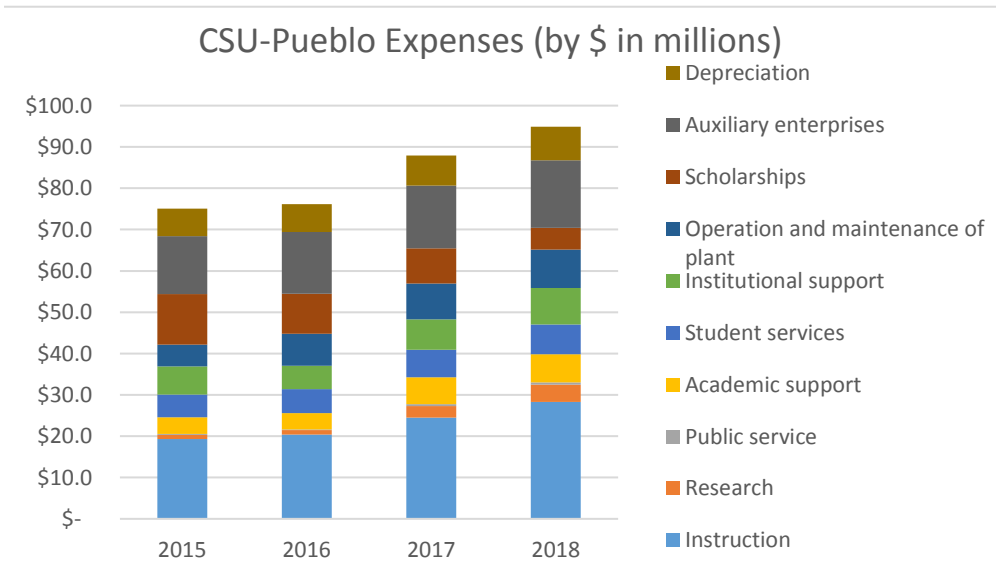
CSU-Pueblo's revenues support all University operations. The charts summarize expenditures by categories established by the National Association of College and University Business Officers (NACUBO). In 2018, Instruction and Academic support constituted 37% of total expenditures and 52% of salary expenditures. In total, compensation increased by \$4.7 million from 2015 to 2018 (14.5%), including an increase of \$3.4 million (21.4%) for Instruction and Academic Support.

CSU-Pueblo Salary Expenditures by Functional Area (Fiscal Year 2015 and Fiscal Year 2018)

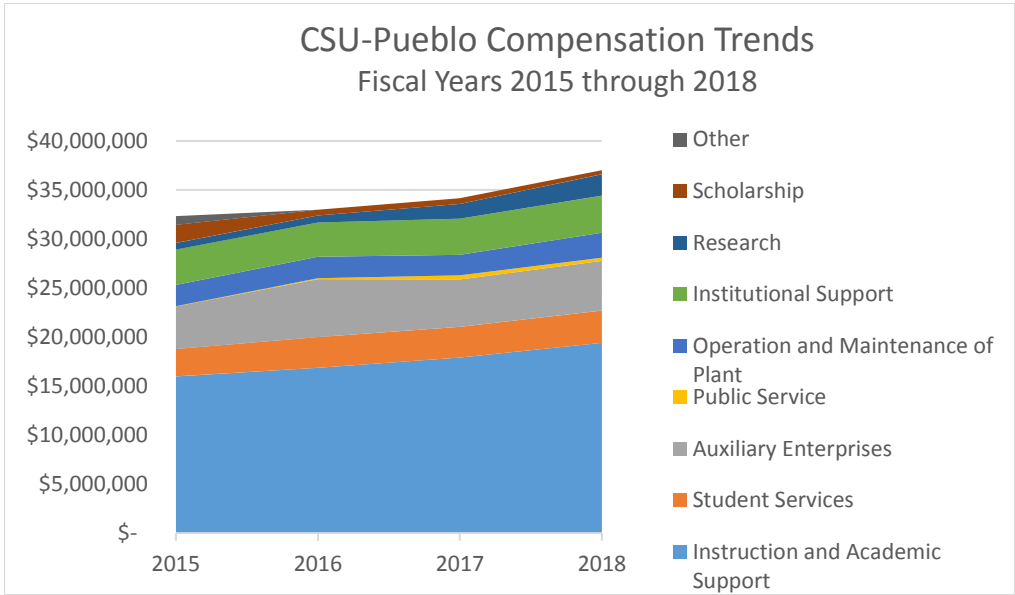




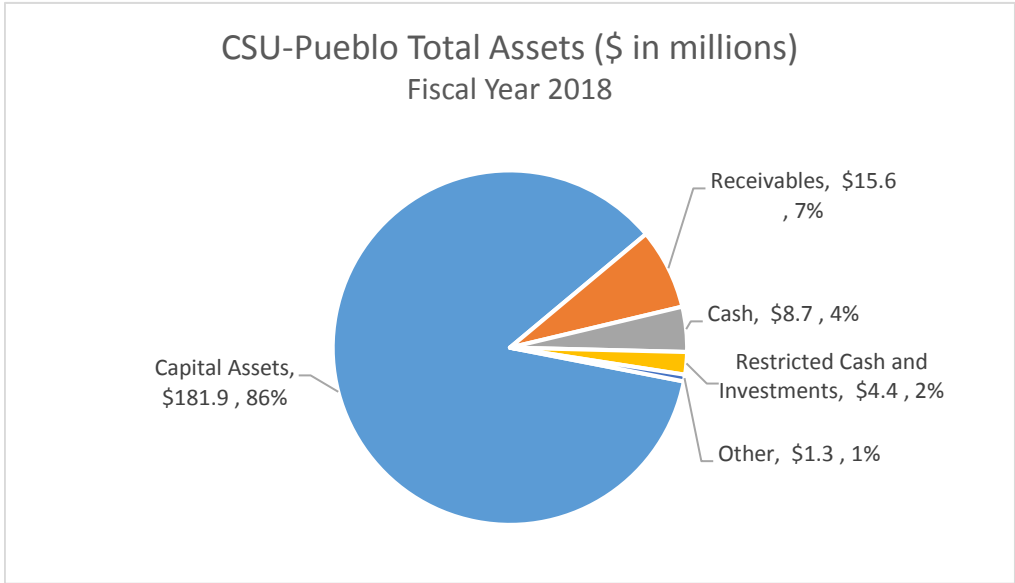
CSU-Pueblo's expenses grew from \$75.1 million in 2015 to \$94.9 million in 2018. During this period, Scholarships declined by 16% of total expenses to 6% (\$5.3 million). Of this amount, \$1.4 million was reallocated to other NACUBO categories through accounting adjustments, \$3.7 million in third party sponsor expenses are no longer included in the financial statements, and \$0.8 million was moved to a tuition revenue offset as a result of increasing the discount rate. Instruction increased from 26% of total expenses to 30% of total expenses. Additionally, Academic Support increased from 5% of total expenses in FY 2015 to 7% in 2018. The addition of the Institute of Cannabis Research (ICR) contributed to the \$3.1 million increase in Research over this period from 1% of total expenses in FY 2015 to 4% of total expenses in FY 2018.



The expense increases for the past two years is substantially attributable to changes made by the Governmental Accounting Standards Board. GASB 67, 68, and 75 require public universities to book expenses for their proportionate share of the unfunded liability associated with pensions, such as Colorado's PERA program. GASB 67 and 68 were adopted in 2015. GASB 75 became effective in FY 2018. In FY 2015 and FY 2016, the accounting adjustments for GASB were small. However, in FY 2017, an expense of \$10.2 million was booked and in FY 2018 an expense of \$14.6 million was booked (15% of all expenses for that year). This affected all expense categories. The \$14.1 million in GASB related retirement expenses booked in FY 2018 account for 71% of the \$19.8 million in expense increases from 2015 to 2018.

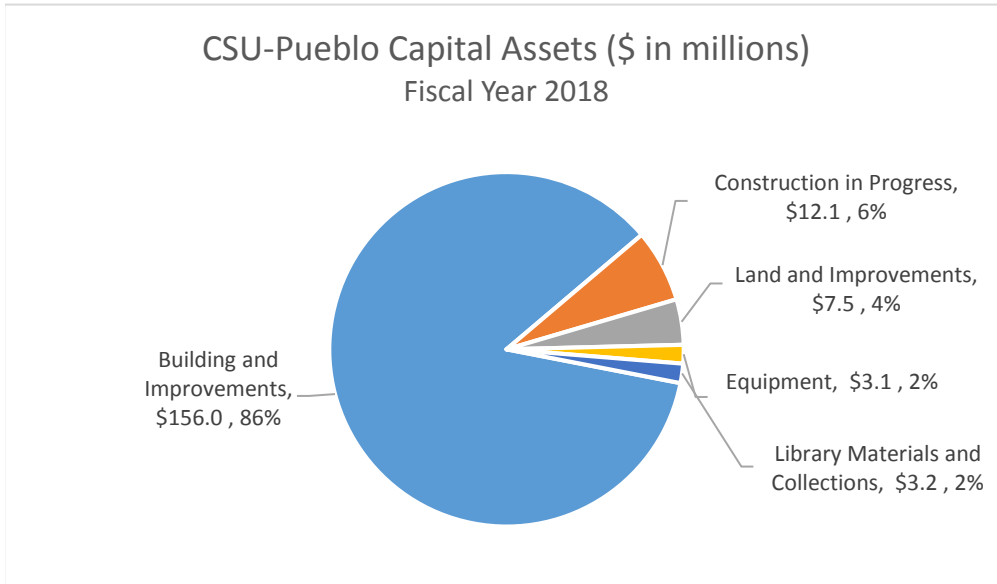


Compensation costs include all expenses that are considered compensation (base pay, supplementals, etc.). The figures do not include fringe rate expenses. From 2015 to 2018, compensation increased by \$4.7 million (14.5%): Instruction and Academic Support (\$3.4 million, 21%); Research (\$1.5 million, 22.3%); Auxiliary (\$0.7 million, 16.5%); Student Services (\$0.5 million, 18.4%); Operation of Plant (0.4 million, 17.9%); and Institutional Support (\$170k, 4.7%). Scholarship salary expenses declined by \$1.4 million, due to NACUBO reclassifications, which moved work study expenses to other categories.

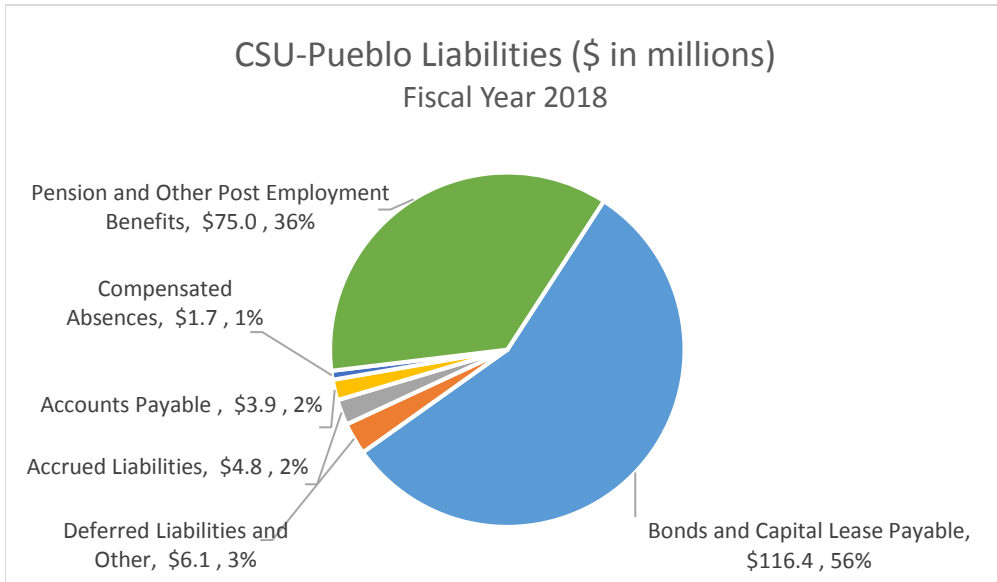


In Fiscal Year 2018, CSU-Pueblo had a total of \$211.9 million in assets. Of this amount, \$181.9 (86%) was capital assets.

In FY 2018, CSU-Pueblo had \$15.6 million in receivables. CSU-Pueblo is focused on reducing this figure through an improved recovery process. This will reduce the amount needed for an Allowance for Doubtful Accounts, which are funds that have been set aside to write off receivables that cannot be collected. This allowance was \$5.7 million in 2018.



The majority of the capital assets are the buildings and improvements to the property. The "Construction in Progress" varies by year depending upon projects that are underway but not yet completed on the campus. After a project is completed, the asset is categorized as Building and Improvements. In 2018, the "Construction in Progress" figure reflects the construction of the Occhiato Student Center.



The majority of the liabilities for the University stem from bonds issued for the residence halls, the Student Recreation Center, the Occhiato Student Center, the Library and Academic Resource Center, and the 2016 energy performance contract. The pension and other post employment benefits have grown due to the impacts associated with GASB 67, 68, and 75, which require CSU-Pueblo to account for its proportionate share of unfunded pension liabilities based on the faculty and staff participating in those programs.





# Section 6

## *Executive Session*

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# Section 7

*Real Estate and Facilities  
Committee*

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
May 7-8, 2019 – Fort Collins**

**Committee Chair:** Bill Mosher

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

**EXECUTIVE SESSION**

- |   |                 |                     |
|---|-----------------|---------------------|
| 1. National Western Center (NWC)                  | (Amy Parsons)   | Update (5 min)      |
| 2. Acquisition NE Corner Lake/Shields             | (Nancy Hurt)    | Discussion (10 min) |
| 3. Sale of Vacant Land Gunnison                   | (Nancy Hurt)    | Discussion (10 min) |
| 4. Gift of Real Estate- Tamasag Conference Center | (Tony Frank)    | Discussion (10 min) |
| 5. Denver Center Lease – 555 17 <sup>th</sup> St  | (Henry Sobanet) | Update (5 min)      |
| 6. I-25 and Prospect                              | (Tony Frank)    | Discussion          |

**OPEN SESSION**

- |  |                 |                     |
|--|-----------------|---------------------|
| 1. Program Plan – CSU Geoexchange System         | (Lynn Johnson)  | Action Item (5 min) |
| 2. Program Plan – CU/CSU Branch Medical School   | (Lynn Johnson)  | Action Item (5 min) |
| 3. Acquisition NE Corner Lake/Shields            | (Nancy Hurt)    | Action Item (5 min) |
| 4. Sale of Vacant Land Gunnison                  | (Nancy Hurt)    | Action Item (5 min) |
| 5. Denver Center Lease – 555 17 <sup>th</sup> St | (Henry Sobanet) | Action Item (5 min) |

Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the CSU GeoExchange System for \$19.3M-\$23.3M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the CSU GeoExchange System.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the CSU GeoExchange System. Colorado State University has a strong commitment to energy efficiency and is headed in the direction of being a net-zero carbon emitter. To reach this goal and provide overall cost savings, CSU intends to transfer the Moby Gym and Fum McGraw buildings from the current central steam system to a new geothermal well field to be installed under the current recreation fields south of Moby Gym. This will allow CSU to decrease utility costs and retire the entire existing steam and condensate system west of Meridian Ave., avoiding increasing annual expenditures for repairs and/or catastrophic failure of this aging system. Concurrently, the State of Colorado has funded a \$2.2M Controlled Maintenance project to replace selected mechanical equipment (original to the 1964 construction) in the A-wing of Moby Gymnasium, which is at the end of its useful life. That funding will be leveraged to provide new equipment that is sized for integration with the geothermal heating and cooling loop.

Total Development Cost target value is \$19.3M-\$23.3M. In addition to the \$2.2M state-controlled maintenance funds, the university will issue bonds, with payments from energy savings and university funds. Project is expected to break ground in spring of 2020 and be completed by the end of Dec 2020.

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

Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

## SUMMARY OF PROGRAM PLAN FOR THE CSU GEOEXCHANGE SYSTEM

This project will transfer the Moby Gym and Fum McGraw buildings from the current central steam system to a new geothermal well field to be installed under the current recreation fields south of Moby Gym. This will allow CSU to decrease utility costs and retire the entire existing steam and condensate system west of Meridian Ave., avoiding increasing annual expenditures for repairs and/or catastrophic failure of this aging system. Concurrently, the State of Colorado has funded a \$2.2M Controlled Maintenance project to replace selected mechanical equipment (original to the 1964 construction) in the A-wing of Moby Gymnasium, which is at the end of its useful life. That funding will be leveraged to provide new equipment that is sized for integration with the geothermal heating and cooling loop.

During development of the 2012 Main Campus Master Plan, two important constraints were discovered. First, the capacity of the central steam utility could not increase due to emissions regulation, and second, planned construction would exceed central steam capacity. It was decided, in cooperation with HDS and other University auxiliaries, that buildings on the west part of the system would be removed and converted to alternate fuels for heating, leaving capacity available for infill of the Main Campus core. The plan would allow for the steam system west of Meridian Avenue to be abandoned. This buried piping system represents over 40% of overall system piping, and is expensive to maintain and replace relative to the core campus system, which is primarily housed in tunnels.

Per the plan, new construction in this area of campus was placed on natural gas heating (Aspen Hall, Student Rec Center, Laurel Village, and Indoor Practice Field, to name examples). Similarly, HDS has already converted steam heat to gas-fired heat in many residence halls such as Corbett, Parmelee, and Ingersoll Halls. HDS is on track to complete their conversion of all but Braiden Hall by 2022, when Meridian Village Redevelopment will be underway. The steam loads removed from the west system have already enabled infill in the core of campus to be supported by the central utility, including energy-intensive research facilities such as Biology, Chemistry Research, and the Health Education Outreach Center.

While new RI construction on the west part of Main Campus has been placed on natural gas (Academic Training Center, Indoor Practice Field, and multiple additions to Moby B-Wing), the greater Moby Gym complex and Fum McGraw are still on the steam utility. These loads need to be removed within five years to enable retirement of this portion of the steam system.

Catastrophic failure of the west Main Campus steam system is anticipated within five years. Repair dollars for this system that are spent, pending, and forecasted, are shown distributed across associated fiscal years in the table below.

Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item



There have been 14 separate repairs to the system between June 2014 and November 2017, at a total repair cost of about \$300,000. Half of these repairs occurred between August and November of 2018. An additional five failures have been identified and are pending repair later in 2019. These repairs are larger in scope and repair costs are anticipated to be around \$350,000. Further, the steam insulation envelope is failing along Hughes Way. This run of piping sits in ground water most of the year.

Total Development Cost is \$19.3M-\$23.3M. In addition to the \$2.2 M state controlled maintenance funds, the university will issue bonds, with payments from energy savings and university funds.

With Board of Governors approval, the project is expected to break ground in spring of 2020 and be complete in by the end of Dec 2020.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the CU-CSU Medical School Branch for \$10.0M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the CU-CSU Medical School Branch.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the CU-CSU Medical School Branch. This project will finish 27,800 gsf of core and shell space on the fourth floor of the Health and Medical Center to create classrooms, offices and clinical spaces for a branch campus of the University of Colorado School of Medicine. The first, four-year cohort of students is planned to arrive at CSU to begin their medical education in the summer of 2021. Third-year CU medical students will start clinical rotations with hospitals and medical practices in Northern Colorado later this year. The initial cohort will start small with 12 students, then move up to 24; the facilities will be built for a potential capacity of 48 medical students per class. An MOU between CU and CSU is being finalized at this time.

Total Development Cost target value is \$10M. The BOG approved an initial \$3.03M from the Strategic Deployment Reserve Fund in Dec 2018. Remaining funding of \$6.97M is requested with this program plan approval. Project completion is expected in April 2020.

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



Board of Governors of the  
 Colorado State University System  
 Meeting Date: May 7-8, 2019  
 Action Item

## SUMMARY OF PROGRAM PLAN FOR THE CU-CSU MEDICAL SCHOOL BRANCH

This project will finish 27,800 gsf of core and shell space on the fourth floor of the Health and Medical Center to create classrooms, offices and clinical spaces for a branch campus of the University of Colorado School of Medicine. The first, four-year cohort of students is planned to arrive at CSU to begin their medical education in the summer of 2021. Third-year CU medical students will start clinical rotations with hospitals and medical practices in Northern Colorado later this year. The initial cohort will start small with 12 students, then move up to 24; the facilities will be built for a potential capacity of 48 medical students per class. An MOU between CU and CSU is being finalized at this time.

The University of Colorado Denver | Anschutz Medical Campus is comprised of health sciences schools and colleges including the School of Medicine. The health sciences center awards degrees in medicine, dentistry, pharmacy, and physical therapy. The school was recently ranked 12<sup>th</sup> in the nation by US News and World Report.

CSU's College of Veterinary Medicine and Biomedical Sciences ("CVMBS") has extensive research expertise in a wide variety of animal, human, and environmental health areas. CVMBS provides degrees in biomedical sciences, microbiology, environmental health, toxicology, pathology, cancer biology, health physics, epidemiology, clinical sciences, neuroscience, and veterinary medicine. The school was recently ranked 3<sup>rd</sup> in the nation by US News and World Report.

Building on the strengths of both institutions, CU and CSU are collaborating to develop a branch medical school campus in Fort Collins. This new collaboration will enhance the existing strong medical and veterinary education programs and establish the University of Colorado and Colorado State University at the forefront of physician education.

Total Development Cost target value is \$10M and the funding is from CSU Board of Governor Strategic Deployment Reserve Fund. Project completion is expected in April 2020.

With Board of Governors approval, the project is estimated to start construction in summer 2019 and be completed by April 2020.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

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

\_\_\_\_\_  
 Date

**CU-CSU Medical School Branch**

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

**MATTERS FOR ACTION:**

Land: Acquisition of approximately 1.51 acres of vacant land known as 1400, 1408, 1410, and 1412 S Shields Street along with 934 and 1000 W Lake Street, Fort Collins, CO from the Colorado State University Research Foundation.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the acquisition of approximately 1.5 acres of vacant land located at 1400, 1408, 1410, and 1412 S Shields Street along with 934 and 1000 W Lake Street, Fort Collins, CO from the Colorado State University Research Foundation on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion.

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

**EXPLANATION:**

Presented by Nancy Hurt, Managing Director, Colorado State University Research Foundation.

The Colorado State University Research Foundation (CSURF) owns six single family home sites at the NE Corner of Lake and Shields Street adjacent to the CSU Main Campus as generally shown on Exhibit A. The properties were acquired over 20 years for future expansion of campus. The houses on the site were demolished in 2017 due to their poor condition. Approval of this acquisition will vacate and replace the action to exchange parcels of land with CSURF, which was approved by the Board on May 2, 2018. After acquisition, CSURF will work with the University to replat the University land and create a new parcel along the Shields Street frontage to be leased to CSURF for development of a build-to-suit daycare facility. The long-term ground lease to CSURF will be approved under a separate action item in August 2019 once the replat is complete.

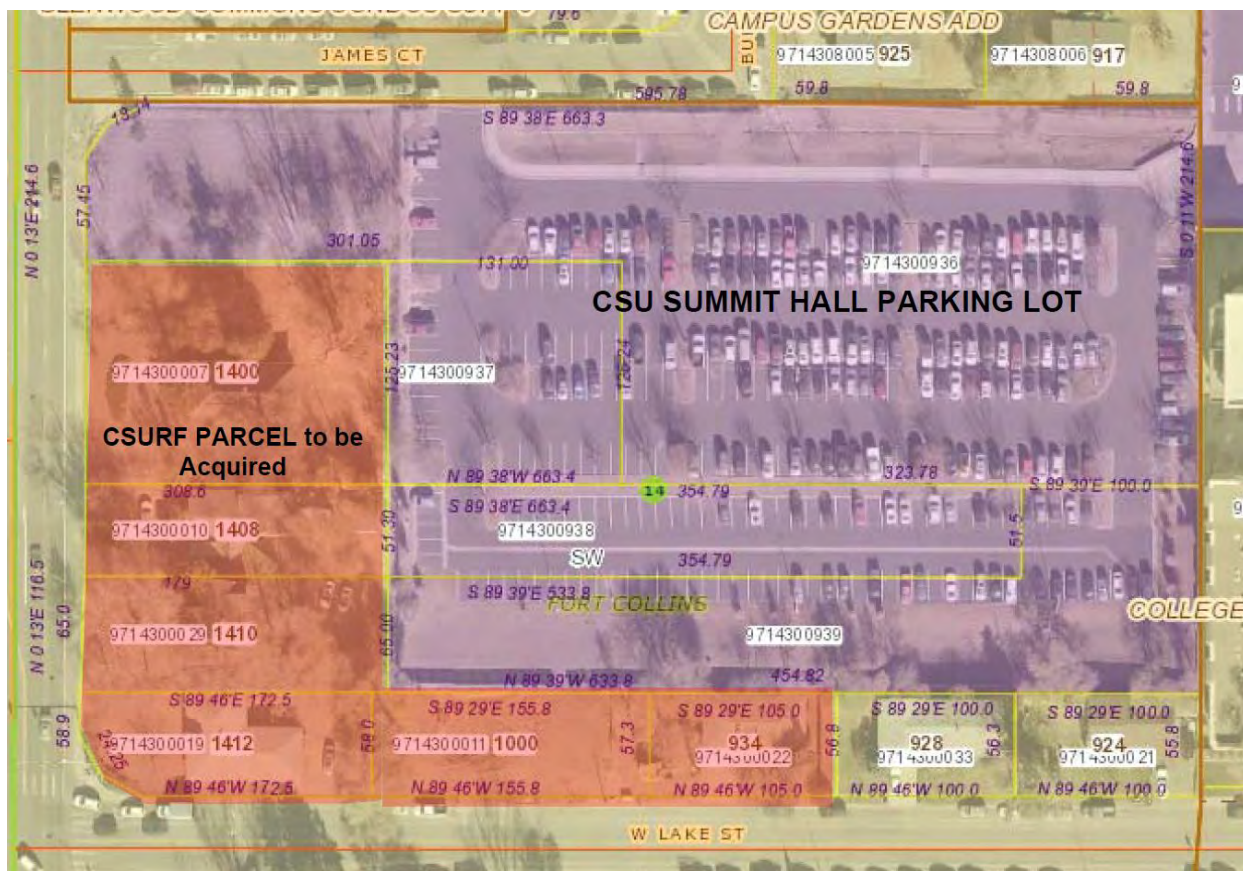
Approved

Denied

Board Secretary

Date

Exhibit A



Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

**MATTERS FOR ACTION:**

Land: Sale, under exclusive purchase option agreement, of 3 to 5.5 acres of vacant land on the south portion of the property located at 1141 State Highway 135, Gunnison, CO to the Gunnison Valley Housing Foundation.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the sale, under an exclusive purchase option agreement, of a minimum 3 and maximum 5.5 acres of the vacant land located on the south portion of the property at 1141 State Highway 135, Gunnison, Colorado to the Gunnison Valley Housing Foundation (GVHF) on the terms discussed by the Board in its executive session and in accordance with the parameters outlined in such discussion.

**FURTHER MOVED**, that the subdivision and annexation of the south portion of the property to the City of Gunnison during the option period is hereby approved.

**FURTHER MOVED**, that the grant of an approximate 600 sf sanitary sewer easement and an approximate 2000 sf joint access easement from State Highway 135, necessary for the proposed GVHF development are hereby approved.

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

**EXPLANATION:**

Presented by Nancy Hurt, Managing Director, Colorado State University Research Foundation

In October 2018 the University purchased approximately 20-acres of land with a house, shop and barn (as generally shown on Exhibit A) for the use of the Colorado State Forest

Service. At the time of such acquisition, the Gunnison Valley Housing Foundation's (GVHF) interest in the undeveloped southern portion of the site for a proposed workforce housing project was disclosed to the Board. GVHF has proposed the signing of an exclusive purchase option agreement containing an option to purchase the southern portion of the property after the completion of the subdivision and annexation of the property. Upon exercise of the option by GVHF, the closing on the sale of such property will take place within 90 days from the signing of the Purchase Agreement.

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Approved

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Denied

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Board Secretary

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Date



Exhibit A



CSU – Sale of 3 to 5.5 acres, Gunnison, CO

The Board of Governors of the Colorado State University System  
 Meeting Date: May 7-8, 2019  
 Action Item

**MATTER FOR ACTION:**

Real Property: Long-Term Lease of approximately 20,953 square feet of office space located at 555 17<sup>th</sup> Street, Denver, CO.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve a long-term (11 year) lease of approximately 20,953 square feet for use as office space for the System Office, as shown on Exhibit A.

**FURTHER MOVED**, that the 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 CSU and Chancellor of the CSU System.

The System Office has negotiated a 10-year lease at 555 17<sup>th</sup> Street, Suites 1000 and 165, for the use as office space. The tenant finish of the space is scheduled for completion and occupancy in August 2019.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

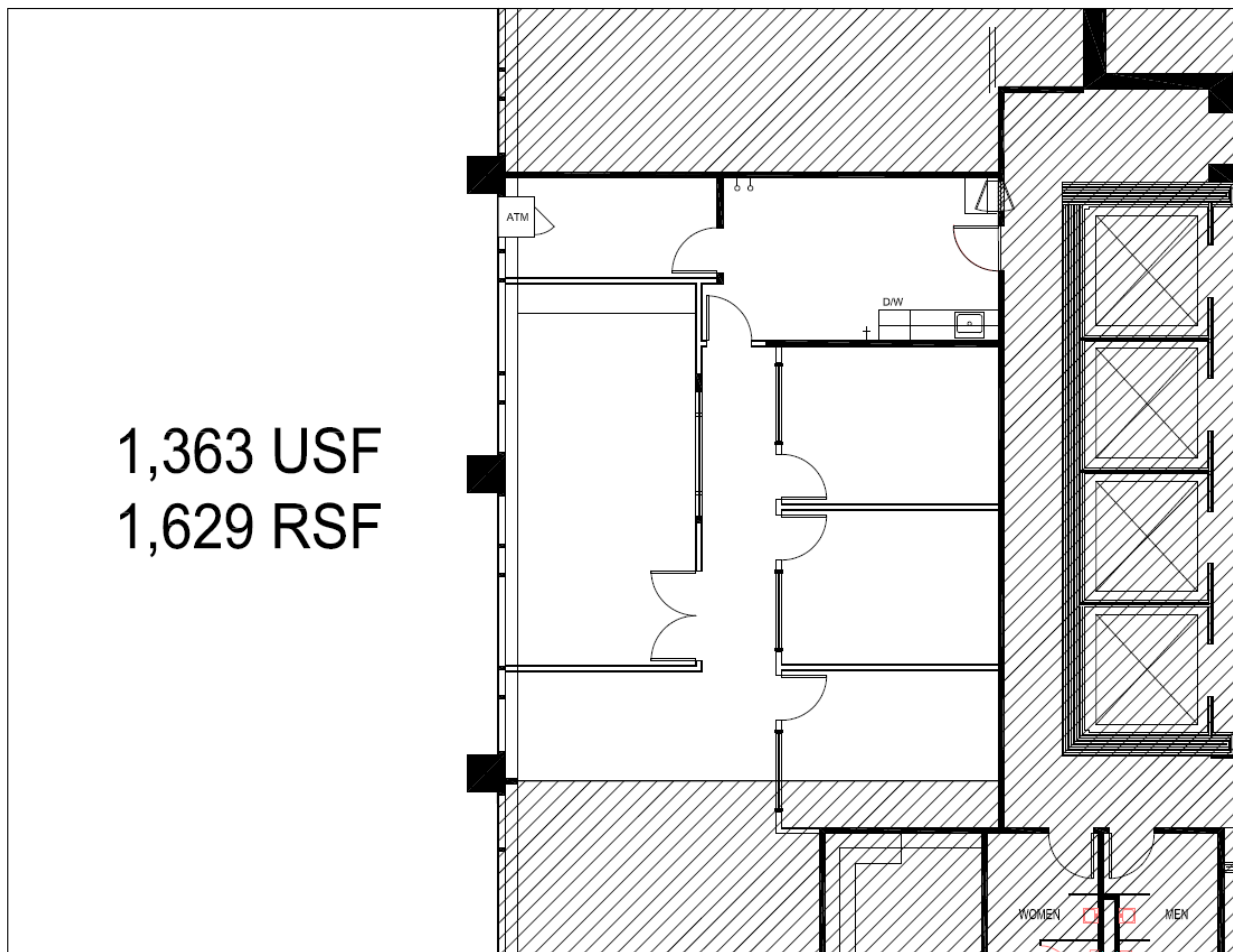
\_\_\_\_\_  
 Kim Jordan, Board Secretary

\_\_\_\_\_  
 Date





**EXHIBIT A (Continued)**  
**PREMISES – Retail Suite 165**



# Section 8

## *Evaluation Committee*

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# Section 9

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
May 7-8, 2019

**Committee Chair:** Kim Jordan

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Professional Science Masters in Biomanufacturing and Biotechnology

Colorado State University-Global Campus

- Undergraduate and Graduate Certificates in AI and Machine Learning

Colorado State University-Pueblo

- Interdisciplinary Studies

II. Miscellaneous Items

Colorado State University

- Faculty Manual – Section E.6
- Faculty Manual – Section E.11.1
- Faculty Manual – Section E.12.1
- Faculty Manual Section E.16
- Faculty Manual Section I.8
- Emeritus Request Summary for AY18-19
- Sabbatical Revisions Summary for AY18-19
- Systems Engineering Degree Title Change
- Major in Business Administration Accounting Concentration at Castle Rock Fall 2019

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- Accreditation Schedule AY18-19

III. Campus Reports

- Service Learning

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Consent Item

MATTERS FOR ACTION:

New Degree Program: Professional Science Master's in Biomanufacturing and Biotechnology

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Walter Scott, Jr. College of Engineering to establish a New Degree Program: Professional Science Master's in Biomanufacturing and Biotechnology in the Department of Chemical and Biological Engineering. If approved, this degree will be effective Fall Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.



**Colorado State University**

**NEW PROGRAM PROPOSAL**

**PROFESSIONAL SCIENCE MASTER'S IN  
BIOMANUFACTURING AND BIOTECHNOLOGY**

**Program available to students:** Fall 2019

**College:** Walter Scott, Jr. College of Engineering

**Department/Unit:** 1370 – Chemical and Biological Engineering

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** Master's

**Program Title:** Professional Science Master's in Biomanufacturing and Biotechnology

**Program Description**

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.

**Program Catalog Copy**

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and 2



Board of Governors of the Colorado State University System

Meeting Date: May 7-8, 2019

Consent Item

biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.

**Offered as:** Main Campus Face-to-Face

### **Justification for Request**

The justification for this request is to (1 address an unmet student demand, and (2 to leverage existing expertise to contribute to the growing industries that apply bioscience and biotechnology, particularly in Colorado.

The Department of Chemical and Biological Engineering frequently has inquiries from early career professionals working in biotechnology companies. These include, for example, those working in biofuels and biopharmaceutical companies. These individuals are often seeking admission to our Master's degree programs in Chemical Engineering, so that they can achieve some career advancement goals. However, because they do not have undergraduate degrees in Chemical Engineering, (often they have degrees in chemistry, microbiology, or some other science background the prerequisite burden requires that they take at least two years of engineering coursework at the undergraduate level to prepare for our graduate-level courses. Many of these applicants would benefit much more from a degree that combines science, with accessible engineering courses, and business courses.

The PSM degree in Biomanufacturing and Biotechnology will enhance CSU's engagement with the growing bioscience industry in Colorado. We have engineering students who perform internships at local bioscience companies, or who come back to school from these companies. Combining business training and an internship with advanced science and engineering in this new degree program is an opportunity for CSU to have an impact on workforce development for this growing and important sector of the Colorado economy, and the economy of our nation.

### **Program Level Learning Objectives**

Graduates will demonstrate:

1. A working knowledge of the core areas of biochemistry, including genetics, structural biology, cell biology, and molecular biology. (BC 411, 563, 565, and 571)
2. Ability to apply engineering problem solving and design skills to analyze, design, and optimize continuous and batch bioprocesses for production and purification of value-added products. (CBE 504, 505, and 522)

CSU-Fort Collins -New Degree: Professional Science Master's in  
Biomanufacturing and Biotechnology

Board of Governors of the Colorado State University System

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3. Professional leadership, communication, and strategic decision-making skills. (BUS 500, 601, 620, and elective BUS 626/640/655)

4. Ability to integrate current bioscience, engineering, and business theory and techniques into their knowledge base and professional pursuits. (CBE 687)

5. Ability to identify ethical issues in business and biotechnology, and understand the ethical implications of practicing their profession in society. (CBE 504, BUS 620, and CBE 687)

### Program Requirements

<b><u>First Year</u></b>		
	<b>Fall</b>	<b>Credits</b>
BC 411	Physical Biochemistry	4
BC5 63	Molecular Genetics	4
BUS 500	Business Systems and Processes	2
	Total Credits	10
<b><u>Spring</u></b>		
BC 565	Molecular Regulation of Cell Function	4
BC 571	Quantitative Biochemistry	1
BUS 601	Quantitative Business Analysis	2
	Select a 3-credit technical elective from:	3
BIOM 525	Cell and Tissue Engineering	
CBE 570	Biomolecular Engineering/Synthetic Biology	
GES 542	Biobased Fuels, Energy, and Chemicals	
	Total Credits	10
<b><u>Second Year</u></b>		
	<b>Fall</b>	
BUS 614	Accounting Concepts	2
BUS 620	Leadership and Teams	2
CBE 504	Fundamentals of Biochemical Engineering	3

## Board of Governors of the Colorado State University System

Meeting Date: May 7-8, 2019

## Consent Item

CBE 505	Biochemical Engineering Laboratory	2
CBE 522	Bioseparation Processes	3
Select a 2-credit business elective from:		2
BUS 626 <sup>1</sup>	Managing Human Capital	
BUS 640	Financial Principles and Practice	
BUS 655	Marketing Management	
	Total Credits	13
	<b>Spring</b>	
CBE 687	Internship	7
	Total Credits	7
	Program Total Credits:	40

<sup>1</sup> Offered Spring Term Only.

New Program Planning Budget Form

Submit with comprehensive program proposal (CPP).

Name of Degree: Professional Science Master's of Biomanufacturing and Biotechnology

Contact Person:  
Matt Kipper

Expenses

			FISCAL YEAR					
			2019	2020	2021	2022	2023	Cumulative*
<sup>1</sup> # f.t.e.			0.583	0.25	0.5	0.33	0.083	
Faculty Salary	Base + Fringe		67,305	28,845	48,075	37,500	19,230	-
(list once per new)	One-time		-	-	-	-	-	-
# f.t.e.			0.5					
Admin. Pro. Salary	Base + Fringe		35,255	-	-	-	-	-
(list once per new)	One-Time		-	-	-	-	-	-
#f.t.e.								
Other Salary	Base + Fringe		-	-	-	-	-	-
(list once per new)	One-Time		-	-	-	-	-	-
#f.t.e.								
<sup>2</sup> GRA Position	# New each year		-	-	-	-	-	-
<sup>3</sup> (list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
	Total Resident Tuition		-	-	-	-	-	-
#f.t.e.								
<sup>3</sup> GRA Tuition Premiums	# New each year		-	-	-	-	-	-
(list once per new)	Total Tuition Premium		-	-	-	-	-	-
** #f.t.e.								
GTA FTE Positions	# New each year		-	-	-	-	-	-
(list once per new)	Total Stipend + Fringe		-	-	-	-	-	-
			FTE tuition allotment must be approved by Provost					
<sup>4</sup> Operating	Base		20,000	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Equipment	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Library Resources	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Facilities & Technology	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Other	Base		-	-	-	-	-	-
	One-Time		-	-	-	-	-	-
Total Expenses	Incremental Base		122,560	28,845	48,075	37,500	19,230	-
	Incremental One Time		-	-	-	-	-	-
	Cumulative Base		122,560	151,405	199,480	236,980	256,210	-
Incremental One Time + Cumulative Base = Total Expenses	Total Expenses		122,560	151,405	199,480	236,980	256,210	-

Provost Commitment. Please provide details.

Revenue	FISCAL YEAR					Cumulative
	2019	2020	2021	2022	2023	
<sup>5</sup> New Tuition Revenue						
<sup>6</sup> Resident Tuition/Year	\$ 10,213.60					
Non-Res Tuition/Year	\$ 25,040.20					
	# of Resident	4	10	15	23	27
	# of Non Resident	-	1	2	2	3
	# of International	-	-	-	-	-
	Resident Tuition	40,854	105,200	162,534	256,696	310,378
	Non-Resident Tuition	-	25,791	53,130	54,724	84,549
	Sub total Tuition	40,854	130,991	215,664	311,420	394,927
Development						
Other	82,500	17,500	-	-	-	-
<b>Total Revenue</b>	<b>123,354</b>	<b>148,491</b>	<b>215,664</b>	<b>311,420</b>	<b>394,927</b>	<b>-</b>

Notes and Comments:

Return on Investment Detail

Total Revenue without Differential Tuition	123,354	148,491	215,664	311,420	394,927	-
<sup>7</sup> Proposed Department Tuition Sharing %	90%	80%	70%	60%	50%	0%
Department Revenue from Sharing	111,019	118,793	150,965	186,852	197,464	-
Differential Tuition	12,000	33,000	51,000	75,000	90,000	-
Total Revenue to Program	123,019	151,793	201,965	261,852	287,464	-
Subtract Total Expenses	122,560	151,405	199,480	236,980	256,210	-
Net to Program	459	388	2,485	24,872	31,254	-
University Tuition Sharing %	10%	20%	30%	40%	50%	0%
University Revenue from Sharing	12,335	29,698	64,699	124,568	197,464	-

Notes to help you prepare the budget:

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

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MATTERS FOR ACTION:

Graduate Certificate in Artificial Intelligence & Machine Learning

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve Graduate Certificate in Artificial Intelligence & Machine Learning.

EXPLANATION:

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

The Graduate Certificate in Artificial Intelligence and Machine Learning will provide students with opportunity to upskill in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will develop the ability to analyze and associate artificial intelligence principles into scenarios that are used in representing reasoning and uncertainty in a perceptive environment. Students will learn how to utilize techniques that can be used for image analysis and deconstruction, and how to apply statistical techniques to build models that can provide for accurate representations of knowledge uncertainty for a given scenario. Finally, students will gain the ability to apply knowledge in artificial intelligence and machine learning in order to implement holistic solutions for a given problem or scenario.

This certificate provides a skill set allowing students to demonstrate their technical capabilities in applying AI and machine learning concepts required to meet the 30.6% increase in AI-related jobs. There are various applications of AI and machine learning in the IT field including: software development, big data analysis, distributed computing, and blockchain applications.

CIP Code: 11.0701



**Request approval for a new graduate certificate in Artificial Intelligence & Machine Learning**

**Program Title:** Graduate Certificate in Artificial Intelligence & Machine Learning

**Degree Type:** Graduate

**STEM:** Yes (ICE)

**Recommended CIP Code:** 11.0701

**Program Chair/Program Manager:** Dr. Charles Lively, PC / Dr. Tony Contento, PM

**Certificate Description:**

The Graduate Certificate in Artificial Intelligence and Machine Learning will provide students with necessary skills in the areas of programming, artificial intelligence, computer vision, and machine learning. This certificate will provide students with the ability to analyze and associate artificial intelligence principles into scenarios that are used in representing reasoning and uncertainty in a perceptive environment. Students will learn how to utilize techniques that can be used for image analysis and deconstruction, and how to apply statistical techniques to build models that can provide for accurate representations of knowledge uncertainty for a given scenario. Finally, students will gain the ability to apply knowledge in artificial intelligence and machine learning in order to implement holistic solutions for a given problem or scenario.

**Certificate Outcomes:**

1. Identify principles and techniques associated with search methods in artificial intelligence.
2. Evaluate the effects of uncertainty in a probabilistic setting using artificial intelligence techniques.
3. Analyze technical mechanisms used to deconstruct an image for modeling.
4. Apply techniques that can be used to represent uncertainty in a system.
5. Implement machine learning models for a given scenario.



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**Certificate Eligibility:**

Students are eligible to pursue this certification as long as they have previously taken an advanced course in Discrete Mathematics, and an advanced course in Advanced Probability and Statistics.

**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 certification in Foundations of Artificial Intelligence & Machine Learning certification is well-aligned with our mission.

**Rationale for offering certificate:**

The demand for industry experts with experience in Artificial Intelligence will rise with the need for Software Developers and Programmers. There is an expected increase of more than 24% from 2016 to 2026, with over 302,500 new jobs that will be needed in the Software Development field (BLS, 2018). CSU-Global is committed to providing adult, non-traditional students with the opportunity to enter this market by providing them with a certification in Artificial Intelligence & Robotics.

In recent studies, researchers have demonstrated the increased demand for Artificial Intelligence related-jobs over the past three years. Specifically, there has been a 30.6% increase in AI-related job postings from the period of January 2017 to January 2018 (Culbertson, 2018). This increase in AI-related positions indicates a much larger job growth than the expected rate for general Software Development and Programming positions (24%). Several technology companies, such as Google, IBM, and Microsoft, have all noted that the increase in AI-related skills will require a workforce with a new skill set focused in this area (Lomas, 2018). Gartner Research has estimated that by 2020, 2.3 million jobs will be created in the area of AI, in addition to approximately 1.8 million existing jobs (Van der Meulen, 2017). Additionally, the current trends in AI have pointed toward there being an increased need for understanding how to connect API's with AI and ML algorithms in a holistic manner (MSV, 2018).

CSU-Global's Artificial Intelligence and Machine Learning Certificate will enable graduate students to pursue careers in software development and machine learning that focuses on artificial intelligence concepts. This certificate provides a skill set that allows students to demonstrate their technical capabilities to apply AI and machine learning concepts. There are various applications of AI and machine learning in the IT field including: software development, big data analysis, distributed computing, and blockchain applications.

**Industry Reviewers**

Mike Shwe, Product Manager, Google

Mark McNasby, CEO, Ivy.ai

Jared West, IT and Project Manager, East-West Partners

Mike Steinke, IT Manager, City of Wheatridge, CO

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Peter Dellgren, Enterprise Architect, Long View Consulting

Randy Kuehntopp, IT Director, Colorado Imaging Associates

Kevin Mobalade, Founder, Drofika Laboratories

Kevin Chaney, Robotic Automation Manager, EXL

### **Industry Leader Comments**

The IT programmatic advisory board agrees that the addition of a Certificate of Science in Artificial Intelligence & Machine Learning will benefit CSU-Global and the IT field. This program will enable students to gain the knowledge and applied training needed to pursue specialized positions in the industries such as software development, robotics, software engineering, and software analyst positions.

A number of industry experts have provided feedback on the proposed program. Based on their feedback, the Program Chair will ensure a number of applied activities related to artificial intelligence and machine learning are used in the program; there will be strong incorporation of python as the ML language for the courses, and advanced math prerequisites have been included to ensure a sound mathematical foundation.

### **Budget Summary:**

CSU-Global faculty members have collaboratively outlined the courses required for a Graduate certificate in Artificial Intelligence. This is based on competitive program information, faculty-industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

The curriculum will be developed by CSU-Global with existing and new faculty members. There is no cost for the development of these courses. The assumptions behind these financial predictions are that student enrollments will be 20 the first year, 40 the second, 50 the third, 70 the fourth, and 100 the fifth. The current per credit cost is \$500 per credit for graduate tuition with a total of \$6,000 per student. Students are required to complete 15 credits for this program and will complete the certificate in one-year based on these calculations.

### Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$120,000	\$240,000	\$300,000	\$420,000	\$600,000	\$1,680,000
Total Dev Costs	\$0	0	0	0	0	0
Net Income	\$120,000	\$240,000	\$300,000	\$420,000	\$600,000	\$1,680,000

**Projected Launch:** Summer, 2020

#### Courses (Overview):

This certificate provides knowledge in concepts and skills associated with Artificial Intelligence and Machine Learning. This certificate consists of five graduate courses that focus on software development, artificial intelligence, and machine learning, and IT Management.

#### Course 1

##### CSC500 Principles of Programming (Existing in BSAIML)

In this graduate course, students are provided with a detailed overview of fundamental programming, design and testing concepts. Students are introduced to programming constructs and learn how to plan and create basic programming applications. Students will develop applications using common programming structures, which include conditional statements, switches, loops, iteration control structures, and arrays.

**Prerequisite: None**

#### Course Learning Outcomes

1. Explain the terminology used in programming and the tasks performed by a programmer.
2. Develop applications using variables, constants, selection structures, and repetition structures.
3. Implement a solution that uses arrays and arraylists.

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4. Identify constructs for reading and writing of text files in programming.
5. Develop an application using function procedures and string manipulation

## **Course 2**

### **CSC505 Principles of Software Development (Existing in BSAIML)**

This graduate course provides students with an integrated and detailed approach to programming and software development principles. Students will understand the purpose of object-oriented software topics and pertinent software development principles. Topics included for this course focus on core programming concepts, data structures, methods, classes, and software models.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify software development models.
2. Create algorithms to solve a specific software problem.
3. Utilize basic data types in a software application
4. Identify conditional and repetitive data structures in programming.
5. Implement an application that utilizes appropriate data structures to solve a given programming problem.
6. Discuss the differences in software development models.
7. Select an appropriate software development model to solve a specific software problem.

## **Course 3**

### **CSC510 Foundations of Artificial Intelligence (Existing in BSAIML)**

In this graduate course, students will apply the principles associated with Artificial Intelligence (AI). Students will determine how to utilize structures to represent graphs associated with data exploration. Students will gain an understanding of how to effectively apply knowledge representation and techniques associated with AI reasoning. Topics that students will explore include techniques used to efficiently apply game theory, integer programming, continuous optimization, and probability analysis.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify intelligent search methods for a specific Artificial Intelligence problem.
2. Determine an effective solution to solve a search problem using computational theories.
3. Discuss the effects of intelligent decision-making in knowledge representation.

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4. Implement solutions that utilize propositional logic and first-order logic.
5. Demonstrate using Bayesian probability to represent uncertainty in Artificial Intelligence.
6. Implement a solution that utilizes symbolic planning.
7. Identify concepts associated with machine learning.

#### **Course 4**

##### **CSC525 Principles of Machine Learning (Existing in BSAIML)**

In this course, students will examine concepts and theories in machine learning. Students will explore foundational topics that include: supervised and unsupervised learning, learning theory, reinforcement learning, and adaptive control. Students will gain an understanding of applications of machine learning in areas of data mining, human-computer interaction, natural language processing, and computer vision.

**Prerequisite:** CSC510 Artificial Intelligence

##### **Course Learning Outcomes:**

1. Identify applications of machine learning for various areas.
2. Select appropriate machine learning techniques for a given scenario.
3. Identify the characteristics of a given dataset for solving a machine learning problem.
4. Implement machine learning techniques for a given application.
5. Apply learning theory techniques for a given scenario.
6. Compare strategies to solve an adaptive control problem for a given scenario.
7. Implement a solution to solve an unsupervised learning problem.

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MATTERS FOR ACTION:

Master of Science in Artificial Intelligence & Machine Learning

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of Science in Artificial Intelligence & Machine Learning.

EXPLANATION:

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

The Master of Science in Artificial Intelligence and Machine Learning degree will advance the knowledge of professionals in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will gain a detailed understanding of software development, artificial intelligence, and machine learning principles, and how they can be used to create a representation our world for deeper critical analysis. They will also gain the ability to study scenarios and apply appropriate techniques for data analysis and processing, and an understanding of the principles associated with applying machine learning techniques to various areas in computer science and information technology. Additionally, students are provided with the technical capabilities to apply mathematical, statistical, and programming techniques in the realm of artificial intelligence and machine learning.

CSU-Global's Master of Science in Artificial Intelligence and Machine Learning degree will enable graduate students to pursue on of the 2.3 million positions created software development and machine learning that focus on artificial intelligence concepts. This degree provides students with the required hand-on skills to demonstrate their technical capabilities in software development, Artificial Intelligence, and Machine Learning concepts.

CIP Code: 11.0701





**Request approval for a new Master of Science degree in Artificial Intelligence & Machine Learning**

**Program Title:** Master of Science in Artificial Intelligence & Machine Learning

**Degree Type:** Graduate

**STEM:** Yes (ICE)

**Recommended CIP Code:** 11.0701

**Program Chair/Program Manager:** Dr. Charles Lively, PC / Dr. Tony Contento, PM

**Program Description:**

The Master of Science in Artificial Intelligence and Machine Learning degree will advance the knowledge of professionals in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will gain a detailed understanding of software development, artificial intelligence, and machine learning principles, and how they can be used to create a representation our world for deeper critical analysis. They will also gain the ability to study scenarios and apply appropriate techniques for data analysis and processing, and an understanding of the principles associated with applying machine learning techniques to various areas in computer science and information technology. Additionally, students are provided with the technical capabilities to apply mathematical, statistical, and programming techniques in the realm of artificial intelligence and machine learning.

**Program Outcomes:**

1. Use principles and techniques associated with software development.
2. Apply artificial intelligence principles as needed for a given problem or scenario.
3. Apply machine learning principles to solve a specific problem or scenario.
4. Develop solutions that are capable of modeling human behavior.
5. Implement a solution that combines artificial intelligence and machine learning principles.
6. Evaluate the performance of applications in artificial intelligence and machine learning domains.

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**Program Eligibility:**

Students are eligible for earning this degree program as long as they taken an advanced course in Discrete Mathematics, and an advanced course in Probability and Statistics.

**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 Master's degree in Artificial Intelligence & Machine Learning is well-aligned with our mission.

**Rationale for offering the degree program:**

The demand for industry experts with experience in Artificial Intelligence will rise with the need for Software Developers and Programmers. There is an expected increase of more than 24% from 2016 to 2026, with over 302,500 new jobs that will be needed in the Software Development field (BLS, 2018). CSU-Global is committed to providing adult, non-traditional students with the opportunity to enter this market by providing them with a training in Artificial Intelligence & Robotics.

In recent studies, researchers have demonstrated the increased demand for Artificial Intelligence related-jobs over the past three years. Specifically, there has been a 30.6% increase in AI-related job postings from the period of January 2017 to January 2018 (Culbertson, 2018). This increase in AI-related positions indicates a much larger job growth than the expected rate for general Software Development and Programming positions (24%). Several technology companies, such as Google, IBM, and Microsoft, have all noted that the increase in AI-related skills will require a workforce with a new skill set focused in this area (Lomas, 2018). Gartner Research has estimated that by 2020, 2.3 million jobs will be created in the area of AI, in addition to approximately 1.8 million existing jobs (Van der Meulen, 2017). Additionally, the current trends in AI have pointed toward there being an increased need for understanding how to connect API's with AI and ML algorithms in a holistic manner (MSV, 2018).

CSU-Global's Master of Science in Artificial Intelligence and Machine Learning degree will enable graduate students to pursue careers in software development and machine learning that focus on artificial intelligence concepts. This degree provides students with the required hand-on skills to demonstrate their technical capabilities in software development, Artificial Intelligence, and Machine Learning concepts. Students will experience various applications of AI and machine learning, which include software development, big data analysis, distributed computing, and blockchain applications.

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### Industry Comparison

Institution		Cost
Carnegie Mellon University	Masters of Science in Machine Learning	47,470 per year (1.5 -2 year duration)
Carnegie Mellon University	Masters of Science in Artificial Intelligence and Innovation	\$102,500 (total for 4 semesters)
Northwestern University	Masters of Science in Artificial Intelligence	\$69,652 (total cost)
University of Georgia	Masters of Science in Artificial Intelligence	\$33,957 per year (1.5 -2 year duration)

### Industry Reviewers

Mike Shwe, Product Manager, Google

Mark McNasby, CEO, Ivy.ai

Jared West, IT and Project Manager, East-West Partners

Mike Steinke, IT Manager, City of Wheatridge, CO

Peter Dellgren, Enterprise Architect, Long View Consulting

Randy Kuehntopp, IT Director, Colorado Imaging Associates

Kevin Mobalade, Founder, Drofika Laboratories

Kevin Chaney, Robotic Automation Manager, EXL

### Industry Leader Comments

The IT programmatic advisory board agrees that the addition of a Master of Science in Artificial Intelligence & Machine Learning will benefit CSU-Global and the IT field. This program It will enable students to gain the requisite knowledge and applied training needed to pursue specialized positions in the industries such as software development, robotics, software engineering, and software analyst positions.

A number of industry experts have provided feedback on the proposed program. Based on their feedback, the Program Chair will ensure a number of applied activities related to artificial intelligence and machine learning are used in the program; there will be strong incorporation of python as the ML language for the courses, and advanced math prerequisites have been included to ensure a sound mathematical foundation.

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**Budget Summary:**

CSU-Global faculty members have collaboratively outlined the courses required for a Master of Science in Artificial Intelligence based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

The curriculum can be developed by CSU-Global with existing faculty members. The cost of development for the eight new courses required for the program is \$10,000 per course for a total cost of \$80,000. The assumptions behind these predictions are that student enrollments will be 20 the first year, 40 the second, 50 the third, 70 the fourth, and 100 the fifth. The current per credit cost is \$500 per credit for graduate tuition with a total of \$15,000 per student. Students are required to complete 30 credits for this program.

**Financial Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$300,000	\$600,000	\$750,000	\$1,050,000	\$1,500,000	\$4,200,000
Total Development Costs	\$80,000	0	0	0	0	0
Net Income	\$220,000	\$600,000	\$750,000	\$1,050,000	\$1,500,000	\$4,120,000

**Projected Launch:** Summer, 2020

**Courses (Overview):**

This degree provides knowledge in the concepts and skills associated with Artificial Intelligence, Machine Learning, Robotics, and foundational IT Concepts. This Master's degree consists of ten courses total, with eight new graduate courses, covering software development, artificial intelligence, and robotics.

**Course 1****ISM501 IT Management (Existing in MITM)**

In this course, students will be prepared to analyze organizational issues in information technology (IT) and propose the necessary solutions to address business needs. Students gain a detailed understanding of how to manage, oversee, plan and maintain IT systems and resources. Students also learn how to effectively manage IT professionals as either employees or outside consultants. Topics include IT management principles, IT risk management, project management, systems maintenance and leadership.

**Prerequisite: None**

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### **Course Learning Outcomes**

1. Evaluate organizational technology needs and requirements.
2. Analyze existing IT systems for improvement and enhancement.
3. Develop an organizational IT strategy.
4. Apply management principles in supervision and oversight of IT professionals.
5. Describe the value of technology in improving organizational efficiency and workflow.

### **Course 2**

#### **ISM525 Ethical Considerations in Managing Information Technology (Existing in MITM)**

In this course, student will learn about the ethical considerations and issues IT professionals encounter in the workplace related to data, electronic communication, and information security. Students will evaluate and interpret information technology policies and regulations and discuss the implications for ethical decisions by IT professionals and leadership.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Identify legal, ethical, and societal implications of information technology.
2. Determine solutions for IT ethical questions.
3. Analyze ethical situations in information technology.
4. Critique solutions for IT ethical cases.

### **Course 3**

#### **CSC500 Principles of Programming (NEW)**

In this graduate course, students are provided with a detailed overview of fundamental programming, design and testing concepts. Students are introduced to programming constructs and learn how to plan and create basic programming applications. Students will develop applications using common programming structures, which include conditional statements, switches, loops, iteration control structures, and arrays.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Explain the terminology used in programming and the tasks performed by a programmer.
2. Develop applications using variables, constants, selection structures and repetition structures.
3. Implement a solution that uses arrays and arraylists.

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4. Identify constructs for reading and writing of text files in programming.
5. Develop an application using function procedures and string manipulation

#### **Course 4**

##### **CSC505 Principles of Software Development (NEW)**

This graduate course provides students with an integrated and detailed approach to programming and software development principles. Students will gain understanding of the purpose of object-oriented software topics and pertinent software development principles. Topics included for this course focus on core programming concepts, data structures, methods, classes, and software models.

**Prerequisite: None**

##### **Course Learning Outcomes**

1. Identify software development models.
2. Create algorithms to solve a specific software problem.
3. Utilize basic data types in a software application
4. Identify conditional and repetitive data structures in programming.
5. Implement an application that utilizes appropriate data structures to solve a given programming problem.
6. Discuss the differences in software development models.
7. Select an appropriate software development model to solve a specific software problem.

#### **Course 5**

##### **CSC506 Design and Analysis of Algorithms (NEW)**

This graduate course provides students with a foundational knowledge in the design and analysis of algorithms. Students will make use of appropriate data structures. Study of the complexity and analysis of algorithms will be completed focusing on worst case and average case, lower bounds, NP-completeness, and recurrences. Students will explore the complexity of appropriate searching, sorting, and graphing algorithms.

**Prerequisite: CSC505 Principles of Software Development**

##### **Course Learning Outcomes**

1. Identify factors that can affect the lower bound of a solution.
2. Discuss the use of abstract data types in software development
3. Create an application that demonstrate optimal performance.
4. Implement a recursive solution to solve a specific problem.

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5. Develop an application that makes use of appropriate data structures

6. Evaluate the Big-O runtime of an algorithm.

### **Course 6**

#### **CSC507 Foundations of Operating Systems (NEW)**

In this graduate course students will develop a foundational knowledge in operating system concepts. Students will gain a detailed understanding of appropriate operating system constructs that involve OS abstractions and mechanisms. Students will also gain understanding of the constructs of multithreading and resource management in computer systems.

**Prerequisite: CSC500**

#### **Course Learning Outcomes**

1. Identify the resources factors that affect computer system performance.
2. Implement techniques to improve parallelism and latency in an application.
3. Summarize differences between the kernel and user mode in developing key approaches to operating system design and implementation.
4. Explain processes that can be utilized to improve the operating system environment during execution.
5. Use system commands to manage I/O systems and file systems in an operating system environment.

### **Course 7**

#### **CSC510 Foundations of Artificial Intelligence (NEW)**

In this graduate course, students will apply the principles associated with Artificial Intelligence (AI). Students will determine how to utilize structures to represent graphs associated with data exploration. Students will gain an understanding of how to effectively apply knowledge representation and techniques associated with AI reasoning. Topics that students will explore include techniques used to efficiently apply game theory, integer programming, continuous optimization, and probability analysis.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify intelligent search methods for a specific Artificial Intelligence problem.
2. Determine an effective solution to solve a search problem using computational theories.
3. Discuss the effects of intelligent decision-making in knowledge representation.
4. Implement solutions that utilize propositional logic and first-order logic.



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5. Demonstrate using Bayesian probability to represent uncertainty in Artificial Intelligence.
6. Implement a solution that utilizes symbolic planning.
7. Identify concepts associated with machine learning.

### **Course 8**

#### **CSC515 Foundations of Computer Vision (NEW)**

In this Graduate course, students will apply digital image construction and processing. Students will explore topics associated with image formation, image acquisition, and image geometry. Students will be exposed to the techniques required to efficiently analyze images for representation in applicable context scenarios. Students will also apply image processing techniques for filtering and edge detection for image deconstruction.

**Prerequisite:** CSC525 Artificial Intelligence

Course Learning Outcomes:

1. Understand the mathematical tools used in digital image processing and computer vision.
2. Discuss concepts, models and methods in the field of computer vision.
3. Compare multi-scale representation methods in computer vision.
4. Apply edge detection techniques to a given image.
5. Evaluate image filtering techniques for solving a given problem.
6. Analyze the accuracy of several problem-solving methods.

### **Course 9**

#### **CSC525 Principles of Machine Learning- (NEW)**

In this course, students will examine concepts and theories in machine learning. Students will explore foundational topics including supervised and unsupervised learning, learning theory, reinforcement learning, and adaptive control. Students will gain an understanding of applications of machine learning in areas of data mining, human-computer interaction, natural language processing, and computer vision.

**Prerequisite:** CSC510 Artificial Intelligence

Course Learning Outcomes:

1. Identify applications of machine learning for various areas.
2. Select appropriate machine learning techniques for a given scenario.
3. Identify the characteristics of a given dataset for solving a machine learning problem.
4. Implement machine learning techniques for a given application.

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5. Apply learning theory techniques for a given scenario.
6. Compare strategies to solve an adaptive control problem for a given scenario.
7. Implement a solution to solve an unsupervised learning problem.

### Course 10

#### CSC511 Introduction to Neural Networks (NEW)

In this course, students will be provided with an overview of the theories and models that are used to represent neural networks. Students will gain knowledge in developing constructs to evaluate and represent components associated with neural networks and learning algorithms. Topics for this course include propagation, feedforward networks, perceptrons, and self-organizing networks.

**Prerequisite:** CSC510 Artificial Intelligence

Course Learning Outcomes:

1. Evaluate basic neural network constructs.
2. Compare techniques for the processing of data in neural networks.
3. Select numerical computation components used in deep learning problems.
4. Implement components for deep learning networks.
5. Determine associations within a set of patterns.
6. Implement techniques for determining relationships in a neural network.

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#### MATTERS FOR CONSENT:

New Degree Program: Bachelor of Science in Interdisciplinary Studies

#### RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Division of Extended Studies to establish a new Bachelor of Science degree in Interdisciplinary Studies. 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 Program: **Interdisciplinary Studies**
- Degree Type: **Bachelor of Science**
- Recommended CIP Code: **30.0000** (Multi-/Interdisciplinary Studies, General)
- Department/School: **N/A**
- College: **Division of Extended Studies**
- Expected number of students enrolled in the program: 10-20 in year one

The Bachelor of Science in Interdisciplinary Studies allows students to combine courses from two academic disciplines into a major that assists degree completion, as well as allows students to develop academic interests in multiple areas. The major in Interdisciplinary Studies is a liberal arts-style degree plan that allows students to accomplish a range of goals, including incorporating differing fields of interest into a college degree, transferring from community college with diverse credits or completing a degree for employment that requires the student to learn new skills important in the workplace. This degree is also designed to be completed through distance learning, including online or correspondences courses when appropriate.

This new range of skills for the workplace allows students to make connections between different ideas and concepts, which bolsters their critical thinking, creativity when solving problems, and collaboration skills which are essential for success in their careers.

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Pending all necessary approvals, the program will be implemented in the fall of 2019. All courses are already in place. Predicted enrollments:

Year 1 (2019-20): 10-20 students

Year 2: 15-25 students

Year 3 and beyond: More than 25 students

## **2. Mission Appropriateness**

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

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

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

### Vision Statement

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

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

One out of every six students finishes a 4-year degree in 6 years, and CSU-Pueblo Extended Studies would like to help develop a degree program to recruit previously enrolled students into a completion oriented degree and/or help current students who need to finish a degree but have accumulated coursework in multiple majors. Vision 2028 aims to help students with interdisciplinary learning, empowering them to be able to attain their degree to be prepared for the needs of the changing workforce. The Interdisciplinary Studies degree helps to achieve that goal, affording students a new path towards graduation and employability.

## **3. Rationale for the Bachelor of Arts/Sciences in Interdisciplinary Studies.**

Reasons to have an Interdisciplinary Studies Degree:

- 1) Allow students to combine more variety of courses that interest them
- 2) Develop soft skills which are in high demand for employers
- 3) Maximize application of transfer credits

CSU-Pueblo New Degree Program  
Bachelor of Science in Interdisciplinary Studies

4) Meet goals established in Vision 2028

A major in interdisciplinary studies provides a flexible degree that assists students toward degree completion. An interdisciplinary studies degree allows the student to choose a major or concentration in more than one area and study the subjects and topics that interest him/her. It also allows for students who wish to combine science with other interests such as business, psychology, humanities, or social science.

The new Bachelor of Science in Interdisciplinary Studies will be housed in the Division of Extended Studies. Extended Studies has developed a faculty advisory board, with a member from each college to represent the faculty and approve all curriculum requirements. Upon entry into the new program, the student will work with the Extended Studies Academic Advisor to develop a program proposal, which includes a list of courses required to meet the requirements of the degree, and develop a plan for completion. Proposed individual curriculum plans for degree completion will be approved by the chair of the faculty board along with the Dean of Extended Studies.

**4. CSU System & State positioning**

Other institutions of higher education that offer an interdisciplinary degree in the state of Colorado include: Colorado State University, Adams State University, Colorado Mesa University, and University of Northern Colorado.

**5. Special Undergraduate Admissions Standards**

None.

**6. Curriculum and Program Outcomes**

**Bachelor of Science in Interdisciplinary Studies**

**Program Coordinator:** Dean of Extended Studies

**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.

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### **Curriculum**

#### **General Education (35 total credit hours):**

ENG 101: Composition I (3 credits)

ENG 102: Composition II (3 credits)

MATH (109 or 121 or 156) (3 credits)

Humanities (9 Credits)

History (3 Credits): World History or U.S. History

Social Sciences (6 Credits): Any social science discipline

Science (8 Credits): Two courses from any science discipline including one lab hour in each course

#### **Interdisciplinary Core (21 credit hours):**

MCCNM 101: Media and Society (3 credits)

ECON 201/202: Macroeconomics/Microeconomics (3 credits)

PSYCH 100: General Psychology (3 credits)

PSYCH 151: Human Development (3 credits)

MUS 118: Music Appreciation (3 credits)

POLSC 101: Political Science, American/National Govt. (3 credits)

SOC 101: Intro to Sociology (3 credits)

MGMT 201: Principles of Management (3 credits)

COMR 103: Speaking and Listening (3 credits)

BUSAD 270: Business Communication

(Must have 7 of the 10 course above)

#### **Upper Division Electives (42 upper division credit hours):**

Upper division courses with a consistent major in at least 15 credit hours in two consistent major prefixes, making the total 30 credits in two different disciplines. The remaining 12 upper division credits can come from alternate major/prefixes.

(Must have 2.0 GPA in upper division courses)

#### **Electives (22 credit hours):**

Up to 6 credits of Prior Learning approved by the respective major department chair can be used towards the degree.

#### **Total Program Credits (120 hours)**

General Education Credits (35 hours)

Interdisciplinary Core (21 hours)

Two Prefix Upper Division Credits (30 hours)

Additional Upper Division Credits Needed (12 hours)

Elective Credits (22 hours)

### **7A. Potential CSU System Collaborations**

CSU also has a University Interdisciplinary Studies program. Collaboration and feedback could be shared between the two programs to understand the most effective degree plan to best serve students.



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**7B. Potential non-CSU System Collaborations**

This degree can help students that have obtained a degree from Colorado community colleges. (e.g. through STAAs, or the recent articulation agreements between CSU-Pueblo and Pueblo Community College (PCC)).

**8. Faculty Resources**

No new faculty resources are needed as this degree plan is comprised of already existing courses on campus.

**9. Library Resources**

None are needed as this degree plan is comprised of already existing courses on campus.

**10. Facilities, Equipment, and Technology**

None are needed as this degree plan is comprised of already existing courses on campus.

**11. Budget**

No startup funding is required since this degree program combines existing resources. Revenue generated will support existing curriculum.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.6 General Policies Relating to Appointment and Employment of  
Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section E.6 General Policies Relating to  
Appointment and Employment of Faculty

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed amendments assure that Section E.6 is in compliance with changes in other sections of the Manual previously approved by Faculty Council.

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**E.6 General Policies Relating to Appointment and Employment of Faculty**  
*(last revised ~~May 8, 2015~~ May 8, 2019)*

- a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.
- b. All faculty members who are on ~~regular full-time or regular part-time appointments and who have not acquired tenure~~ tenure-track appointments, shall be appointed for a period not exceeding one (1) year.
- c. All faculty members on ~~special or temporary~~ continuing or adjunct appointments shall be appointed “at will.”
- e. Faculty members on ~~multi-year~~ appointments shall be appointed for periods of ~~one (1)~~ two (2) to five (5) years for research and ~~one (1)~~ two (2) to three (3) years for teaching.
1. A multi-year contract does not carry any guarantee that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.
  2. Renewal of a multi-year contract does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.
  3. Renewal or extension of multi-year contracts may be made at any time during or after the onset of the contract and shall meet the same conditions required for the initial contract as specified in Sections E.2.1.3 and E.2.1.4.
  4. If the contract is not renewed ~~and the individual was originally ‘at will’ and entered into a multi-year contract~~, employment as a ~~senior teaching or special appointment~~ faculty reverts to will be converted to an ‘at will’ continuing appointment as specified in Sections E.2.1.3 and E.2.1.4.
- d. If the department head does not propose to reappoint a ~~non-tenured~~ tenure-track faculty member ~~holding a regular full-time or regular part-time appointment~~, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.

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e. A ~~non-tenured~~ tenure-track or contract faculty member ~~holding a regular full-time, regular part-time, or multi-year contract~~ may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty.

Termination may be appealed by following the procedures in Section E.11 (for contract faculty) or Section E.16 (for tenure-track faculty). Such Other disciplinary actions may be grieved as described in Section K.

f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and ~~he or she~~ they must be given the opportunity to submit a written reply.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.11.1 Initiating the Process

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.11.1 Initiating the Process

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-19 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This sentence addition makes certain that the faculty member knows of their rights to appeal termination and where the process for such is outlined.

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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**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** (*last revised February 8, 2019* May 8, 2019)

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). At the same time, the Recommender shall notify the faculty member of their right to appeal this recommendation and refer them to Section E.11 of the Manual. 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.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.12.1 Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section E.12.1 Teaching and Advising

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-19 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed changes to the language incorporate recommendations from the UDTS/TILT Task Force Report on Evaluating Teaching Effectiveness and from published evidence on the use and abuse of student feedback in teaching evaluations. The proposed changes in language aim to:

1. Mandate that academic units define teaching effectiveness and the mentoring and evaluation criteria to be used within their codes.
2. Frame the evaluation of teaching effectiveness in units with respect to the department code so that faculty are mentored and evaluated with respect to clearly stated expectations, and not on the basis of inappropriate comparisons to each other.
3. Make clear that student feedback does not constitute an evaluation of teaching effectiveness, but simply student reflections on their experiences in the learning environment in question as the revised course survey tool is designed to capture.
4. Stop the use of student “scores” as the sole or primary basis of the evaluation of teaching effectiveness.



5. Properly frame the place of student feedback in the mentoring and evaluation of teaching effectiveness; faculty reflections upon student feedback and relevant adjustments made to one's approach to teaching are certainly germane as part of the reflective professional development in the classroom, and are germane to the ongoing mentoring and evaluation of teaching. Given this, student feedback must be accessible as part of the mentoring and evaluation process as one component of a teaching portfolio or dossier.

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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**E.12.1 Teaching and Advising** (~~last revised December 1, 2017~~ **May 8, 2019**)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate students' transfer of knowledge across contexts and their academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize relationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching and encourages reflective self-assessment. To that end, departmental codes ~~will~~ must, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching must involve substantive review of multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, *not* evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment. Departments must not use student survey responses as a direct or comparative measure of teaching effectiveness nor use student responses or attendant metrics derived from student responses independent of multiple sources of evidence of teaching effectiveness. The use of student survey responses is appropriate only in the context of multifactorial reviews of multiple resources oriented toward an instructor's continuous improvement in fulfilling our teaching mission. Given this, reflection on, and use of, student perceptions can be one part of instructors' formative development because these perceptions can offer insights into the learning environment that only the students can provide. As such, results from student course surveys should be shared with department heads and promotion and tenure committees and considered only *in context* of a multifactorial review for the purpose of mentoring and evaluating teaching that includes information on courses taught, patterns in student survey responses, and instructors' reflections on such patterns in teaching portfolios that document their accounts of how they have used this and other feedback. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness must take into

account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in the context of the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as structures for observing and offering formative feedback on instructors' teaching practices, systems to create and assess teaching portfolios, access to exemplary teaching portfolios, tools to document and evaluate teaching effectiveness, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.16 Appeal of Early Termination of Tenure-Track 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.16 Appeal of Early Termination of  
Tenure-Track 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:

We are proposing to insert this new section into the Manual. The proposed E.16 above deals with faculty on tenure-track appointments, who are not at-will employees. Thus, the early termination of such an appointment should require more due process than the termination of an at-will employee. This new section creates such due process.

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NOTE: This New Section E.16 is being added to the *Manual*.

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REVISIONS AND ADDITIONS – 2018-2019

**E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments (New section May 8, 2019)**

A tenure-track 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.16.1. Initiating the Process**

When a Recommendation to the President to terminate a Tenure-Track Faculty Appointment prior to the ending date of the Appointment 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). At the same time, the recommender shall notify the faculty member of their right to appeal this recommendation and refer them to Section E.16 of the Manual. 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.16 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.16.2) 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.16.2 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 Responsibilities and Standing of Academic 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.16.3 Report of the Appeal Committee**

After the completion of the process described in Section E.16.2, 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.16.4 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.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.8 Student Course Survey

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section I.8 Student Course Survey

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These changes respond to the charge to CoTL from the Faculty Council Executive Committee to propose changes to the student course survey.

- The proposed language reframes the course survey report to end the reporting of item means, replacing this with the appropriate use of frequency distributions.
- The routing of the course survey report and the appropriate use of the course survey in the context of the mentoring and evaluation of teaching is clarified.

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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

**I.8 Student Course Survey** (~~last revised December 1, 2017~~ May 8, 2019)

The Student Course Survey is designed to provide formative feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses. If used for teaching mentoring or as part of the evaluation of teaching, the student course surveys must be used only in conjunction with other sources of evidence (see section E.12.1) Thus, these surveys may not be used, in whole or in part, as the primary source of evidence for an instructor's teaching effectiveness and must be treated as one element of limited weight alongside a range of evaluative tools (as mentioned in E.12.1). The use of ~~course~~ student course survey feedback as a stand-alone tool is not an ~~credible~~ acceptable means of evaluating the quality of teaching, and departments are required to use multiple sources of evidence in assessing teaching effectiveness (see section E.12.1).

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. The use of any of the optional modules of additional questions or custom questions in addition to the core/common university wide instrument is at the discretion of the instructor. Summaries of quantitative responses (in the form of frequency distributions) for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU ~~eid~~ eID. Access to digital copies of the survey ~~forms~~ report, which includes student comments, shall be granted only to the course instructor(s) and to individuals explicitly granted access by the instructor(s) or as specified by the department code. ~~and to any~~ In situations where other persons are granted access to the report by the department code, the report should be used only in the context of a comprehensive assessment, by which faculty are provided an opportunity to reflect upon student feedback and include additional evidence of teaching effectiveness (see section E.12.1). Costs for conducting and providing access to survey results ~~shall~~ should be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

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The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use, as well as additional forms of evidence to be used in assessing teaching effectiveness. Changes to the Student Course Survey shall be approved by Faculty Council.

REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2018-2019

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The faculty members and administrative professionals approved for emeritus status have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

These recommendations have been reviewed at the Department, College, and University levels and have received approval at each level. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these emeritus designations.

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**Colorado State University**  
**Emeritus Rank Designations Approved in Academic Year 2018-2019**

College of Agricultural Sciences

Abdel Berrada, Senior Research Scientist/Scholar – Agricultural Experiment Station  
 Mark Brick, Professor – Soil and Crop Sciences  
 John Loomis, Professor – Agriculture and Resource Economics

College of Business

Daniel Turk, Associate Professor – Computer Information Systems

College of Health and Human Sciences

Katharine Leigh, Professor – Design and Merchandising

College of Liberal Arts

Masako Beecken, Instructor – Languages, Literatures, and Cultures  
 Sandra Davis, Associate Professor – Political Science  
 James Dormer, Professor – Art and Art History  
 Laura Jones, Professor – School of Music, Theatre, and Dance  
 Robert Keller, Professor – Economics; Director, University Honors Program  
 Jane Slusarski-Harris, Professor – School of Music, Theatre, and Dance  
 John Straayer, Professor – Political Science  
 Patrice Sullivan, Professor - Art and Art History

College of Natural Sciences

Elliot Bernstein, Professor – Chemistry  
 Paul Kennedy, Professor - Mathematics  
 Kelly McArthur, Assistant Professor – Mathematics  
 James Peterson, Director – Computer Science

College of Veterinary Medicine and Biomedical Sciences

Charles Miller, Professor – Biomedical Sciences  
 Paul Morley, Professor – Clinical Sciences  
 Barbara Powers, Professor – Microbiology, Immunology, and Pathology  
 Sherry Stewart, Professor – Clinical Sciences

Walter Scott, Jr. College of Engineering

Thomas Smith, Instructor – Chemical and Biological Engineering

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Warner College of Natural Resources

Michael Coughenour, Sr. Research Scientist/Scholar – NREL  
Barry Noon, Professor – Fish, Wildlife, and Conservation Biology  
Julie Savidge, Professor – Fish, Wildlife, and Conservation Biology

Athletics

Christine Susemihl – Senior Associate Director

Graduate School

Jodie Hanzlik, Professor – Occupational Therapy; Vice Provost for Graduate Affairs; Dean of the Graduate School

Health Network Counseling

Susan MacQuiddy - Management II

Office of the Provost and Executive Vice President

Alan Lamborn, Professor – Political Science; Vice Provost for Undergraduate Affairs



**Emeritus Rank Justifications  
Academic Year 2018-2019**

**College of Agricultural Sciences**

**Abdel Berrada  
Agricultural Experiment Station**

Mr. Berrada's contributions to the Agricultural Experiment Station Research Center System over his career were outstanding. In his position as manager and lead scientist at the Southwest Colorado Research Center (SWCRC), Abdel established excellent relationship with the SWCRC Advisory Committee and with other local stakeholders. This is the result of his strong record in research addressing topics of local interest and his consistently positive record of success and accomplishments as the SWCRC manager. Abdel's research and extension program was innovative and strongly collaborative. He has been PI or Co-PI on grants totaling \$2.8 M from both governmental and industry resources. He is recognized nationally and internationally for his work on farming systems research and over the past few years, he has become the lead investigator and CSU expert in production of industrial hemp in Colorado.

Throughout most of his career, public outreach and education have been a critical part of his professional responsibilities and interests. At Colorado State University, he participated in many statewide outreach programs focused on agricultural soils and water conservation. In addition, while not part of his job responsibilities, he regularly participated in educational opportunities for K-12 teachers and students.

In summary, Abdel is well rounded and has a strong scientific and public reputation based on a very solid track record in research and impactful service to the scientific and local communities.

**Mark Brick  
Soil and Crop Sciences**

Dr. Mark Brick has retired after 36 years of service to Colorado State University. He has had an outstanding career in research, teaching, outreach, and administration. He has been a dedicated, innovative, and successful breeder of dry edible beans since becoming leader of CSU's Dry Bean Breeding Project in the early 1980s. The project has released 13 varieties and 12 improved germplasm lines for both irrigated and dryland production in the Great Plains. Dr. Brick's varieties are known for their disease resistance, nutritional value, yield performance, and high market value. He has disseminated information on his breeding program through several field days every summer and over 200 non-peer reviewed publications targeted to growers and public audiences. In appreciation of his research contributions to the profession, he was recognized as a Fellow of the Agronomy Society of America and Crop Science Society

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of America, and received the Meritorious Service and Distinguished Achievement Awards from the Bean Improvement Cooperative.

Dr. Brick's contribution to teaching at CSU has also been outstanding. For many years, he taught a course in Experimental Design, which made statistics understandable to hundreds of students. Starting about 10 years ago, he accepted a new challenge by volunteering to teach the large undergraduate course, Principles of Genetics, every spring semester. Dr. Brick has advised and mentored 29 M.S. and 7 Ph.D. students, many of whom have gone on to successful careers in plant breeding. In recognition of his teaching and advising accomplishments, Mark received the National Association of College Teachers/Charles Shepardson Meritorious Teaching Award in 2001.

Dr. Brick's national reputation is well demonstrated by his election as President of the Crop Science Society of America in 2013 and by his research collaborations noted above. He has authored or co-authored over 100 peer-reviewed publications, and has been an invited speaker around the U.S. and in several other countries.

The most recent undertaking in Dr. Brick's career has been serving in the role of Department Head of Soil and Crop Sciences since 2015. He is distinguished as Department Head for his care of department's members' well-being and satisfaction and for his attention to department roles.

### **John Loomis** **Agricultural and Resource Economics**

Dr. John Loomis served as a Professor in the Department of Agricultural and Resource Economics (DARE for nearly 25 years. His scholarship is unmatched in the history of DARE faculty members. He is a Fellow of the Agricultural and Applied Economics Association and the Association of Environmental and Natural Resource Economists. Fellowship in both of these Associations is a very rare feat within the profession. He has over 250 peer-reviewed publications, many in top-level journals. Dr. Loomis received both the College of Agricultural Sciences Meritorious Teaching Award and the Distinguished Career Award. He was inducted into the DARE Hall of Fame in 2016. Additionally, he has numerous other awards from associations and agencies. Dr. Loomis has the highest national and international reputation in non-market evaluation of environmental and natural resource assets. His work has been used by numerous levels of policy makers, NGOs, researchers, and others.

### **College of Business**

#### **Daniel Turk** **Computer Information Systems**

Associate Professor Dan Turk has given twenty years of service to Colorado State University, including various roles within the College and University. Dr. Turk served as the Chair for the

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Department of Computer Information Systems for one year. He also served as the Department of Computer Information Systems representative on the University Faculty Council Committee on Responsibility and Standing of Academic Faculty, Action Team to Improve Student Learning Success, and on the Computer Science Department Program Review Committee.

In addition, Dr. Turk positively influenced the lives of CSU students via his excellent record of teaching at both the undergraduate and graduate levels. With his expertise in software development, Dr. Turk has also had a positive impact on his field through his many contributions to the information systems literature.

Dr. Turk has 12 refereed journal articles, 19 refereed conference papers/proceeding, 8 conference presentations and/or papers with no proceedings, 1 book chapter, and 1 book review. He served as the outside member on numerous Ph.D. committees for students from the Computer Science Department.

### **College of Health and Human Sciences**

#### **Katharine Leigh Design and Merchandising**

Dr. Katharine Leigh has been a passionate member of the Department of Design and Merchandising faculty for 17 years. As a Professor of Interior Design, she has played a pivotal role in advancing the interior design program as well as enhancing international study opportunities for students. Dr. Leigh was responsible for initiating contact with Herman Miller resulting in the refurbishment of a 1960s era classroom bringing the flipped classroom concept to CSU. This work also generated research through the Herman Miller Research Partnership.

Dr. Leigh has been a strong teacher and advisor for both graduate and undergraduate students. Many of her former graduate students are in positions at major universities as faculty members in interior design programs. Several of her undergraduates have won national competitions and scholarships, and graduates are well placed in the interior design industry. Dr. Leigh has mentored many of the Design and Merchandising early career faculty in research collaborations and through co-authored research publications and grant proposals.

Dr. Leigh has served the university well as chair or member of the Committee on Strategic and Financial Planning since 2011, and as a member of the Council of Deans. She led the Virtual Reality Initiative through the Office of the Vice President for Research in 2015-2017, and co-directed Virtual Reality Hackathons and provided Virtual Reality lab space. She has represented the department well in numerous roles such as the Promotion and Tenure Committee chair and the CIDA accreditation coordinator. Over the course of five years, Dr. Leigh also provided support in various roles for the Institute for the Built Environment.

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### **College of Liberal Arts**

#### **Masako Beecken**

##### **Languages, Literatures and Cultures**

Ms. Beecken taught Japanese in the Department of Languages, Literatures, and Cultures for 20 years and was an instrumental member of the department. She held a Senior Teaching appointment until her retirement. Ms. Beecken's commitment to the College of Liberal Arts was shown in her teaching and service with the number of nominations and awards she received for teaching as well as her involvement in outreach efforts for the Japanese minor (which she created). She also recently created a scholarship for students minoring in Japanese.

#### **Sandra Davis**

##### **Political Science**

Dr. Davis is retiring after 31 years of service in the Political Science Department. She has been a valuable member of the department's faculty, providing expertise and leadership in the areas of American government and politics and environmental politics and policy. Over the course of her career, she has taught 20 different courses across all levels of the curriculum, supervised countless internships and independent studies, and mentored 23 graduate students to completion of their M.A. or Ph.D. degrees. She is a recipient of the College of Liberal Arts Excellence in Teaching award in 2017-2018, an excellent way to cap her teaching career. Throughout her career, Dr. Davis has maintained an active research agenda, most recently focused on renewable energy and electricity politics in the U.S.

Dr. Davis has served the department, college, university, and profession in a number of capacities over the years, including stints as undergraduate coordinator, graduate coordinator, department representative to the college curriculum committee, and the School of Global Environmental Sustainability curriculum committee. She was a founding member of the interdisciplinary Environmental; Affairs minor and has co-directed the program since 2007. She has held a number of leadership positions in the Western Political Science Association including membership on the executive committee, vice president, chair of the public policy section, and chair of the committee on membership. She has also been a member of the Bert and Phyllis Lamb Prize Committee in Political Science to promote innovative ideas and good writing since 2013.

#### **James Dormer**

##### **Art and Art History**

Hired by CSU in 1969, Professor Dormer has established a reputation for the quality of his work in printmaking and drawing. Over his nearly forty-year career, Professor Dormer's works have been chosen for inclusion in numerous national and international exhibitions and collected in significant public and private collections. He has served as area coordinator for printmaking

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for over 25 years, responsible for supervision of the curriculum and teaching printmaking classes at all levels. His curricular innovations include creating and leading the first full semester study abroad course in the Department of Art and Art History.

In addition to his contributions as area coordinator, Professor Dormer served as Chair of the Department for seven years. He helped establish the first large endowment for the Department, representing the university internationally at the Hara Museum of Art. In 1995, he received the John N. Stern Award recognizing distinguished contributions to research, teaching, and service to the College of Liberal Arts.

### **Laura Jones**

#### **School of Music, Theatre, and Dance**

Over her twenty-five year career at CSU, Professor Jones has contributed significantly to the College and the campus. A key member of the Theatre program, she directed works ranging from Shakespeare to Arthur Miller, with particular expertise in the works of the playwright Samuel Beckett and a special interest in works by, and about, women. Recently her lifetime achievement as a scholar and teacher was recognized by the Kennedy Center American College Theatre Festival (KCACTF, which awarded her the 2018 Kennedy Center Gold Medallion.

It is clear that CSU would not be where it is today without the dedicated, career-long efforts of Professor Jones. She has served in key leadership roles including Director of Theatre, Assistant Chair of Music, Theatre, and Dance and as Special Assistant to the Dean of the College of Liberal Arts. In the latter position, she played a crucial role in the design and creation of the University Center for the Arts.

### **Robert Keller**

#### **Economics; University Honors Program**

Dr. Keller has been a distinguished faculty member in the Department of Economics since his arrival at CSU in 1972 as an Assistant Professor. After promotions to Associate Professor and then Professor, he was named Chair of the Economics Department for one term (1983 followed by Associate Dean of the College of Liberal Arts (1991-1997, and Interim Dean (1997-1999). He was Director of the University Honors Program from 1999 to 2012 where he designed key elements of the Honors curriculum before returning to the faculty in the Department of Economics.

As Director of the Honors program, Dr. Keller implemented a new integrated program of studies including interdisciplinary Honors seminars, Honors courses in the major, and a Senior Honors Thesis. He worked with Admissions and the Provost's Office to increase the number and dollar amounts of merit scholarships. Subsequently, the number of students participating in Honors increased significantly and so did the number of students who completed the Honors program of study. Dr. Keller was involved in the planning and development of an Honors

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Residential Learning Community in Academic Village. This living and learning arrangement was highly popular and helped Honors recruiting.

Among his many accomplishments, Professor Keller has earned outstanding teaching awards, has written publications in leading journals in the area of Economic History, and has served on many committees at various levels of the University including chairing the Committee on Budgets and Financial Planning. Professor Keller's teaching and advising in and outside of the classroom has been personally meaningful to many over the more than four decades that he has been at CSU. His service in administration has influenced the directions of the Department, the College, and the University.

**Jane Slusarski-Harris**  
**School of Music, Theatre, and Dance**

Professor Slusarski-Harris has built the CSU Dance program over her thirty-year career. Her personal example of creative activity, her versatile teaching and dedicated administrative service as Director of Dance have been crucial to growth of the dance program and its enduring quality. Her own creative work includes the choreography for hundreds of shows at CSU. Her skill as a choreographer has been recognized internationally through her invitations to teach in Taiwan and Japan; closer to home, her distinguished contributions to her field were recognized in 2015 through the Legends of Dance in Colorado award.

Professor Slusarski-Harris has distinguished herself as a teacher and mentor as well. She is responsible for the development of the entire curriculum for the Dance Program. She has personally taught dance classes of all varieties at CSU, displaying remarkable versatility and dedication to the needs of her students. As Director of the program, she has been responsible for recruitment and support of students, oversight of the curriculum, hiring of faculty, and developing resources through internal and external support.

**John Straayer**  
**Political Science**

A member of the CSU faculty since 1967, Professor Straayer has throughout his fifty-one years of exceptional teaching, scholarship, and service brought great honor to his department, the College of Liberal Arts, and Colorado State University. Professor Straayer was hired as an Assistant Professor at CSU and quickly rose through the faculty ranks. He was awarded tenure and promotion to Associate Professor in 1971 and promoted to Professor in 1974. His research trajectory built on expertise in environmental and natural resource policy and politics and grew to include studies of leadership and governance, with a specific focus and expertise in state and local politics in Colorado. He is the author or co-author of scores of publications, including one dozen books, several of which have gone through multiple editions.

Professor Straayer is renowned as a teacher and mentor. Throughout his career, he has been a key contributor to his department's undergraduate and graduate programs, creating and

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teaching courses in his areas of specialty. For thirty-seven years, he directed CSU's Legislative Internship Program, responsible for the supervision of over a thousand interns. Through his dedication and effort, Professor Straayer created one of the campus' signature programs, a significant contribution to the reputation of this university.

Professor Straayer also served his department for fifteen years as chair and as representative to the Faculty Council. As a campus leader, he served on and chaired several major Faculty Council Committees, and was, for two terms, faculty representative to the CSU Board of Governors. He has received several significant college and campus honors, including the Oliver P. Pennock Distinguished Service Award, Alumni Association Best Teacher and Distinguished Faculty Awards, and the College of Liberal Arts Distinction in Outreach, Distinction in Advancement, and Distinguished Professor Awards.

### **Patrice Sullivan** **Art and Art History**

Professor Sullivan has been a member of the CSU faculty since 1991. Through her teaching, personal artistic achievements and service, she contributed notably to her department, the College of Liberal Arts, and CSU. In the world of studio art, achievements are often measured through solo exhibitions, presence of work in major public and private collections, and publications of an artist's work in catalogues, histories, and exhibition reviews. Professor Sullivan is a noted painter, and her research and creative accomplishments include significant exhibitions in national and international venues including the Carpenter Center at Harvard University and the Gallery of Vaclav Spala in Prague, Czech Republic. Residencies have supported her work in New York and Venice, Italy and its importance is featured through national publications.

Throughout her career, Professor Sullivan has been responsible for the coordination of the painting studio in the Department of Art and Art History. This includes creation and oversight of curriculum, managing budgets, maintaining facilities, as well as teaching and mentoring of students in the area. Her graduate students have forged significant careers as artists and often continued in academia. This has enhanced CSU's reputation as a place for creative research and learning.

### **College of Natural Sciences**

#### **Elliot Bernstein** **Chemistry**

In his 35 year career at CSU, Professor Bernstein made significant contributions in the area of intermolecular interactions and their effects on molecular properties and behavior, both experimentally and theoretically.



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Dr. Bernstein's research has led to over 275 publications over the course of his tenure at CSU. His research focused primarily on laser spectroscopy and gas phase ion chemistry as well as other important topics. The construction of a new state-of-the-art photoelectron spectroscopy apparatus to study saccharides and other metal clusters was a notable development in the past few years of his career.

Dr. Bernstein dedicated most of his teaching career to undergraduate and graduate level P-chem courses as well as the general chemistry program. In recent years, he helped develop and teach a new graduate quantum chemistry course, adding to the depth and breadth of the graduate program.

Dr. Bernstein has played a key role in membership on several committees, most importantly serving on committees that led to the fruition of the Albert C. Yates building and the new Chemistry Research Building. During the 1990s, Dr. Bernstein served as the associate chair for eight years, helping provide input and oversight to many important changes during that time. He also served as the Faculty Council University Budget Committee Chair in the late 1980s. Throughout his career, he has served the department and the university in varied capacities to help ensure progress in all areas of teaching, research, and service.

His research has been recognized through being awarded the COACS Section Award in 2016, a JSPS Bridging Fellowship, a Fulbright Specialist Fellowship, and as Fellow of the American Physical Society and the American Association for the Advancement of Science.

### **Paul Kennedy** **Mathematics**

Paul Kennedy came to CSU in the fall of 2002 as a professor with tenure after 17 years in the Department of Mathematics at Southwest Texas State (now Texas State). His 43-year career began with 10 years as a secondary mathematics teacher in Texas public schools where he largely taught in high needs schools. As Co-PI of the Noyce Scholars grant, he has been most active in recruiting Noyce Scholars for the math department. He has received numerous teaching awards including the CNS award, an award for excellence at Notre Dame's graduate teaching program where he served for 17 summers. In addition, in 2008, he was awarded the CSU University Distinguished Teaching Scholar designation, a clear indication of the breadth of his scholarship.

In the area of Mathematics Education scholarship, he has 21-refereed articles and a demonstrated strength in curriculum design as evidenced by a 27-year association with Houghton Mifflin Harcourt as a national secondary mathematics textbook author on dozens of texts. He has made a significant impact on the teaching of mathematics across the country. Dr. Kennedy has been responsible for over 5 million dollars in external funding which promoted the development of professional development and graduate programs for teachers. His 25 years of service in an advisory capacity with the Texas Instruments Teaching with Technology program is a testament to his impact on the improvement of teaching math and science with technology nationally and internationally.

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**Kelly McArthur**  
**Mathematics**

Dr. McArthur joined the mathematics department at Colorado State University in August of 1989. Originally, she was hired as a tenure track professor doing research and advising graduate students; however this was interrupted by a serious illness from January 1994 – May 1995. After a difficult and lengthy recovery, she returned to CSU in June 1995 and attempted to continue with graduate teaching and advising. However, due to some physical issues resulting from previous medical treatment, it became clear that graduate advising and teaching were no longer feasible, so she turned her attention to the undergraduate level instead. Typically, she advised 40 – 45 undergraduates each year. She also became involved teaching the calculus series. Over time, she was asked to be the course coordinator, responsible for the course syllabus, quizzes, exams, and the course website.

Dr. McArthur also expanded the actuarial concentration by advising all the actuary students and started an Actuarial Club inviting company representatives to speak with our students. Eventually, the actuarial concentration expanded to enough students that she needed to arrange group advising sessions. These advising sessions were very successful because seniors assisted with advising their junior peers, students met each other, and became a cohesive group.

Dr. McArthur actively participated on a number of committees throughout her career. This included the Department Executive Committee, University Benefits Committee, the College Curriculum Committee, and the Scholarship Committee. She was often contacted to chair the Grade Appeal Committees for the Computer Science Department and to serve as a member of the appeals committees for the Department of Mathematics.

**James Peterson**  
**Computer Science**

Mr. Peterson has been the key advisor in the Computer Science Department for more than 30 years. He advised hundreds of Computer Science majors every year. He played a critical role in University probationary student interventions and advised new transfers and freshmen at Preview. At the other end of the spectrum, he provided faculty senior elective and career advising. He maintained and processed student records, enrollment programs, and kept department publications current.

Mr. Peterson has gone far beyond what most advisors do. He served on the Department Undergraduate and Facilities/Operations Committee and as the department's representative to the College Curriculum Committee, serving as chair of that committee. He served on the College Scholarship Committee, the Academic Professional Grievance Panel and the Graduate Recruitment and Program committees.

Mr. Peterson drafted course schedules and managed enrollments, and implemented curriculum changes. He played a key role in the graduate admission process. He has been the interface

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with the Graduate School. He played a leading role in admissions for the online Master of Computer Science program and for all of their applicants.

Mr. Peterson has collected data for numerous projects. This has included the Five Year Reviews as well as the annual Taulbee Report and Outcomes Assessment data. His knowledge and ability in this area continued to be an asset to the University.

### **Walter Scott Jr. College of Engineering**

#### **Thomas Gordon Smith Chemical and Biological Engineering**

Dr. Thomas Gordon Smith retired from BP (formerly Amoco in 2000 after a career as a process design engineer. When he retired, Gordon was on the top rung of BP's technical ladder. He happened to retire to Red Feather Lakes, and after several years of retirement, he approached the then chemical engineering department head at Colorado State University and offered his services. Gordon approached the department at a time when it had no one truly qualified to teach its required senior capstone process design sequence. Gordon immediately took over responsibility for those two courses, injected much needed real-world experience into the learning process, and provided students with over 30 years of rich process and product design experience. He has owned these two courses for the past 15 years. Gordon made substantial improvements in a number of aspects of the design sequence, including increased emphasis on safety and hazards mitigation, much wider array of design topics for the students to select from, increased breadth of biologically-oriented design problems as the department changed its degree to chemical and biological engineering, and robust use of industry standard process simulation software. Gordon also took on increased responsibility for the two-semester, senior unit operations laboratories. For the past 10 years, he has co-taught those lab courses with Dr. Tracy Perkins. Even though Gordon's design expertise isn't needed in the lab courses, his intimate familiarity with equipment, piping, valves, distillation, heat exchangers, etc. has been invaluable.

In addition to his focus on teaching senior-level chemical and biological engineering courses, Gordon is responsible for academic advising of 30 undergraduate students. He meets with each one at least twice per year. Like all faculty advisors in CBE, Gordon helps guide students in course selection, discusses internship and co-op opportunities, and explores career aspirations and interests. For the past 12 years, Gordon has helped the department with recruitment, participating each semester in the college's Engineering Exploration Days, giving lab tours, and answering questions about curriculum.

There are two areas in which Gordon may have been unique (and uniquely valued as a non-tenure track instructor. First, because of his industrial design experience, he was regularly included on grant applications – particularly from energy researchers in mechanical engineering – as a co-investigator. Gordon also served as the outside member on many mechanical engineering graduate committees. Gordon's second unique contribution was to

serve as an interim associate dean for undergraduate affairs when Dr. Tom Siller took sabbatical to work in then Provost Tony Frank's office for six months. Gordon actually shared interim associate dean responsibilities with a tenured faculty member, but he was responsible for all student-related activities, including college liaison to the Engineering College Council.

### **Warner College of Natural Resources**

#### **Michael Coughenour NREL**

During his 35-year tenure, Dr. Michael Coughenour made significant contributions to the NREL, Warner College of Natural Resources, and CSU. His performance by any set of metrics has been consistently superior. He ranks with the upper echelon of scholars and ecologists nationally and internationally. Dr. Coughenour was an important part of the South Turkana Ecosystem Project, widely regarded as the first ecosystem analysis in which humans were considered as an integral part of the system, affecting, and being affected by, the system they inhabited. He was the lead author on a paper published in the journal *Science* in which he characterized the flow of energy through the pastoral Turkana system from the plants through the livestock to the people; the most important synthetic output of the project and a foundational paper in what has become social-ecological science. His scholarly impact to his discipline, his commitment to graduate education, and his service to the academy are meritorious.

#### **Barry Noon Fish, Wildlife and Conservation Biology**

Dr. Barry Noon has been a faculty member in the department of Fish, Wildlife, and Conservation Biology since 1997. His accomplishments in teaching, research, and service have been exemplary. During his career, he taught innovative undergraduate and graduate-level courses, including within GDPE. He has had an outstanding career conducting research focused on conservation planning for threatened and endangered species; science-based management of public lands to conserve biological diversity; population dynamics and viability analyses for at-risk species; and vertebrate demography and life history. He has published over 100 peer-reviewed journal articles, book chapters, and technical reports. He has been greatly sought on wildlife policy issues and has been asked to testify to the U.S. Congress on over a dozen occasions. His collaborations have been instrumental in fostering a strong connection with wildlife educators and scientists in India. He will continue with research efforts focused on India in the coming years as an emeritus faculty member. In addition, he has garnered many awards over his career, including being named an Aldo Leopold Leadership Fellow and two Senior Fulbright Fellowships to India.

#### **Julie Savidge Fish, Wildlife and Conservation Biology**

Dr. Savidge was a faculty member in the Department of Fish, Wildlife, and Conservation Biology from 1999 until her retirement in 2018. She was an instrumental part of the faculty, providing outstanding service in teaching, research, and outreach. During her career, she was a

key contributor to teaching undergraduate program courses and was instrumental in revising and developing key freshmen and senior level courses. A major research focus over her career has been understanding the ecology of the brown tree snake on the Marianas Islands, in particular Guam and Saipan. This invasive species has caused the extinction of several native species and is a continual threat to become invasive to other Pacific Ocean islands, including Hawaii. As part of her research program, she championed and will continue research on the conservation and re-introduction of several native species. She has published over 70 peer-reviewed journal articles and book chapters and will be continuing research in the Marianas Islands as an emeritus faculty.

#### **College of Veterinary Medicine and Biomedical Sciences**

##### **Charles Miller Biomedical Sciences**

Dr. Miller joined the faculty in the former Department of Physiology at Colorado State University in 1970. He was promoted to Professor in 1994. Dr. Miller served twice as interim Head of the Department of Physiology, Vice Chair and Chair of Faculty Council, Associate Head of the Department of Biomedical Sciences, and Director of Biomedical Sciences undergraduate education.

Dr. Miller has had a long and distinguished career at Colorado State University as a scientist, educator, and administrator. As a scientist, Dr. Miller was PI or Co-PI on multiple grants from the FDA, NIH, and NSF, author of over 40 refereed publications and 7 book chapters. Dr. Miller has been an outstanding educator, advisor, and mentor. He has contributed significantly (over 1000 lectures to teaching in Biomedical Sciences/Physiology curricula from undergraduate to graduate and was the key figure in the development and establishment of the undergraduate degree in Biomedical Science. His devotion and dedication to teaching the major and the students is inspirational. For these reasons he has been recognized by multiple awards as an outstanding teacher and advisor. The breadth of Dr. Miller's service and administrative leadership at Colorado State University is breathtaking and he has always been one of the first to volunteer no matter what the need or the task. In short, his willingness to serve is an example to all of us. Consistent with this, Dr. Miller was the recipient of the Oliver Pennock Distinguished Service Award in 2006. Dr. Miller exemplifies the best we can ask for in a faculty member and he will be sorely missed by his colleagues in the department, the college, and the university. His commitment to Colorado State University and all that it stands for is unmatched.

##### **Paul Morley Clinical Sciences**

Dr. Paul Morley is an epidemiologist and veterinary internal medicine specialist who studies infectious diseases affecting people and animals. Major emphasis for his professional activities has included investigating the ecology of antimicrobial resistance in animals and food

production systems, using analytical epidemiology to improve our understanding of diseases in animals and people, and using infection control and biosecurity to manage health risks that are important in veterinary medicine, agriculture, and public health. He is a Diplomate of the American College of Veterinary Internal Medicine. Dr. Morley is a recognized authority on infection control in animal populations and has consulted on infection control and biosecurity issues at veterinary hospitals, veterinary colleges, and intensive animal production facilities around the world. Dr. Morley served as Director of Infection Control at the James L. Voss Veterinary Teaching Hospital for more than 20 years, and led in the development of a world-renowned program in veterinary infection control. Dr. Morley was an active member of the Colorado School of Public Health, having been appointed Professor of Epidemiology from 2008 until his retirement in 2019.

Dr. Morley has been an active member and officer of several professional organizations including the American College of Veterinary Internal Medicine, the Association for Veterinary Epidemiology and Preventive Medicine, the Conference of Research Workers in Animal Diseases, the Academy of Veterinary Consultants, and the International Association for Veterinary Epidemiology and Economics. Dr. Morley is the author of more than 190 peer reviewed scientific publications in addition to numerous book chapters and government reports.

**Barbara Powers**  
**Microbiology, Immunology, and Pathology**

Dr. Powers has had many contributions to the Department, the College, and the University throughout her 33-year tenure as Professor. Dr. Powers has excelled in her teaching, research, and service. She taught extensively in the graduate and professional veterinary medical curricula. She has trained numerous anatomic pathology residents and graduate students (>50). She has contributed to nine different courses ranging from Surgical Pathology to Radiation Biology. She has mentored many faculty and staff within the Veterinary Diagnostic Laboratory. Additionally, her expertise in anatomic pathology and specialty in cancer pathology has resulted in an impressive body of funded grants and peer-reviewed research articles. On a daily basis and in addition to all of her other activities, she has carried the largest caseload in the Veterinary Diagnostic Lab (VDL, reading 70-100 cases per day. Dr. Powers' accomplishments in every aspect of her position description are too numerous to review. Rather, her legacy is the establishment of the nationally renowned VDL and her remarkable dedication to pursue excellence in veterinary diagnostics at CSU.

Dr. Powers has served as the Director of Colorado State's Veterinary Diagnostic Laboratory since 1997. During this time, she has shown exceptional commitment and leadership. The Diagnostic Laboratory serves as both the state and federal animal health diagnostic lab providing testing services for rabies, anthrax, West Nile virus, avian flu, mad cow disease, tuberculosis, and many others. It was through Dr. Powers' hard work and dedication that the State, in partnership with CSU, built the new Diagnostic Medical Center facility in 2009, one of the nation's finest. The state-of-the-art laboratory is one of only 13 across the country certified by the USDA to help protect human and animal health.



Additionally, Dr. Powers has worked at the national level to increase awareness of animal health issues in modern agriculture. She has been highly involved with the National Association of Veterinary Diagnostic Laboratories and routinely traveled to Capitol Hill to aid legislative education efforts. Dr. Powers has worked tirelessly to build partnerships between CSU and Colorado's agriculture industry. She has been an active member of the Colorado Cattlemen's Association, Colorado Livestock Association, and the Colorado Veterinary Medical Association. The stated mission of the Colorado State University Veterinary Diagnostic Laboratories is: To provide timely, accurate, and pertinent animal disease diagnostic services to veterinarians, their clients, animal industries, and those responsible for the detection and prevention of disease in animals and diseases affecting public health. As Director, Dr. Powers was responsible to ensure the VDL lives up to the mission. There are many constituents served by the VDL and representatives of this constituency overwhelmingly shower praise on the service Dr. Powers has provided across the state of Colorado and nationally. She has been a powerful advocate for animal diagnostics and the Colorado agriculture and veterinary community.

### **Sherry Stewart** **Clinical Sciences**

Dr. Stewart joined the faculty at CSU as a lecturer in 1988. By the time of her retirement, she attained the rank of Professor. She served fifteen years as the Assistant Dean for Veterinary Admissions. Her teaching assignments included veterinary, graduate, and undergraduate courses in Histology and Anatomy and Pathology. She developed fully online courses in Histology and Domestic Animal Anatomy. Dr. Stewart was also involved with the development of a set of Histopathology online modules and over 20 online Veterinary Continuing Education modules. She has been involved with developing cases and facilitating small group learning in the veterinary program since 1995. She has received numerous local and national awards for her teaching and advising.

From 1988 – 2013, Dr. Stewart directed the veterinary admissions process and veterinary student affairs. The annual applications to the veterinary program increased from 350 to over 1,700 during her time in this position. She implemented a holistic admissions process and published many articles about the admissions process. Her efforts resulted in a 100% paperless admissions process and an extensive personalized online system for year-round communication with applicants and admitted candidates. For many years, Dr. Stewart has been involved with national and regional leadership via the American Association of Veterinary Medical Colleges and the Western Interstate Commission on Higher Education (Veterinary Medicine Group). She initiated and wrote the proposal to implement the AAVMC Admissions Committee. She initiated and implemented an international sister school program (student and faculty exchanges and research exchanges with the Royal (Dick) School of Veterinary Studies in Edinburgh, Scotland). In the area of diversity, she developed, implemented, and directed two diversity programs (Vet Start and Vet Prep, which together have helped CSU's veterinary program to admit and maintain minority students at a consistently higher rate than the national



veterinary school averages. She also co-founded the University of Alaska-CSU 2+2 veterinary program and wrote the admissions process for the first entering class.

Relative to student affairs, Dr. Stewart developed many policies regarding leaves of absence, tutor program, transfer, pregnancy, disability accommodation, and dismissal. She developed, wrote the job descriptions, and conducted searches for two new service positions, the Veterinary Career Specialist and the Veterinary Student Psychologist. She has served on hundreds of national, regional, university, college, and departmental committees and task forces with significant leadership contributions

### **Athletics**

#### **Christine Susemihl**

Christine Susemihl was a long-standing member of the administrative staff in the Department of Athletics. She served in a variety of capacities during her career, including two appointments as Interim Director of Athletics under former CSU presidents Albert Yates and Larry Penley.

Susemihl oversaw several areas of internal operations and administration for CSU Athletics and served as the primary administrator for the Rams' volleyball, women's basketball, swimming/diving, and tennis programs. She served the Mountain West Conference as a member of the MW Joint Council and was CSU's Deputy Title IX Coordinator for Athletics. She was the liaison with the Department's academic services staff, which reports to the Provost's Office.

Susemihl implemented Colorado State's first NCAA compliance program in the 1980s and was responsible for direct oversight of the program until 2007. She worked closely with A.D. "Fum" McGraw during his 10-year tenure to help develop and operate long-standing CSU traditions such as the Ram Club, the Ram Good Time Auction, Ag Day, the Ram's Horn Club & Suites at Hughes Stadium, the Ram Wheels program, the Sports Hall of Fame and many other initiatives.

Susemihl worked with several athletic directors in coordinating the Rams' travel to eleven bowl games beginning with the 1987 Gridiron Bowl in Melbourne, Australia. Susemihl served as the department's Equal Opportunity Coordinator and was an ad hoc member of the Faculty Council Committee on Intercollegiate Athletics. She has served on the University's Grievance Panel, Administrative Professional Council, Special Events Advisory Group, Parking Services Committee, and the Diversity Council, in addition to several task forces and advisory groups. Susemihl also served two terms as a member of the Board of Directors for NAAC (National Association of Athletic Compliance) and as a member of the MW Conference Executive Committee.

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In recognition of her service and accomplishments, Susemihl was inducted into the Colorado State University Sports Hall of Honor in 2008.

### **Graduate School**

#### **Jodie Hanzlik**

Dr. Hanzlik began her career at CSU as a faculty member in the Department of Occupational Therapy in 1984. During the next twelve years, she taught a range of undergraduate and graduate courses and served on a variety of department, college, university, state, and national committees. She had 7 chapters in edited books, 14 refereed publications, 20 refereed presentations, and 35 invited presentations. She was major advisor for 30 Plan A master's students and 14 Plan B master's students.

From 1997 – 2007, Dr. Hanzlik served as Department Head in the Department of Occupational Therapy. She led a range of initiatives that enhanced the excellence and growth of the Department. This included the department being named a Program of Research and Scholarly Excellence and being ranked 7<sup>th</sup> best OT program in US News and World Report.

Dr. Hanzlik was appointed Vice Provost for Graduate Affairs and Dean of the Graduate School on March 1, 2012. In this capacity, she provided leadership for a range of graduate-related activities that have supported our students, post-doctoral fellows, faculty, and staff. Some of the highlights include creating a graduate Education Advisory Committee and creating a degree category for the Professional Science Master's Degree. She led a number of successful policy and funding initiatives.

### **Health Network Counseling**

#### **Susan MacQuiddy**

Dr. MacQuiddy attended the Ph.D. program in Counseling Psychology at Colorado State and received her degree in May 1985. She began work at the University Counseling Center as a pre-doctoral psychology intern in 1983. Following the completion of her internship in 1984, she worked part-time in the Counseling Center until becoming a full-time member of the senior staff in the fall of 1985.

During her tenure at the University Counseling Center, she held leadership positions as Outreach Coordinator, Clinical Services Director, Training Director, and interim UCC Director. The University Counseling Center and Hartshorn Health Service joined to become the CSU Health Network in July 2008. Dr. MacQuiddy became the interim Director of Counseling Services in November 2009 and was permanently hired as Director in spring 2010.

Dr. MacQuiddy's work at CSU has given her the opportunity to teach in the Department of Psychology and sit on many graduate thesis and dissertation committees. She has had the chance to serve on multiple University committees. Those that have been especially meaningful to her included the Multicultural Education Team (CSU's initial diversity training team of faculty and staff in the 1990s, Fostering Success, and the Student Consultation Team. Additionally, she had the privilege of representing CSU on

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the boards of SummitStone Health Partners, Crossroads Safehouse, and the Association of Counseling Center Training Agencies.

**Provost and Executive Vice President**

**Alan Lamborn**

Dr. Lamborn became a member of the faculty at CSU in 1984 as an Assistant Professor. He was promoted to Associate Professor in 1986 and Professor in 1991. His research agenda on world politics began with an analysis of the centrality of resource-dependent statecraft to most understandings of international power. His first two articles on this subject received stellar reviews. These articles were followed by two books: *Statecraft, Domestic Politics, and Foreign Policy Making* and *The Price of Power: Risk and Foreign Policy in Britain, France, and Germany*. These books were also widely recognized as a major contribution to the study of the nexus between domestic politics and foreign policy.

In the next stage of his research, Dr. Lamborn pivoted from these analyses to the development of a metatheory of the politics of strategic choice and, then, to an analysis of the ways in which theories of strategic choice could be integrated with theories about the micro and macro sources of cognitive processes on perception, choice, and learning. His publications in these areas of research were recognized as important and timely contributions. These scholarly contributions to his discipline are supported by a substantial record of professional and university service, success in the classroom, and educational contributions on campus.

During his eight years as Vice Provost for Undergraduate Affairs, Dr. Lamborn and his campus collaborators were able to build networks across campus that had a substantial positive effect on students' curricular and co-curricular engagement, learning, and persistence to graduation. They were able to make considerable progress in moving the university toward national prominence in undergraduate education, both by virtue of what they accomplished on-campus and through CSU's role as host institution for the Reinvention Collaborative.

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REPORT ITEM:

Report: Sabbatical Revisions Approved for Academic Year 2018-2019 and Academic Year 2019-2020

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2018-2019 and 2019-2020 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

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**Colorado State University**  
**Sabbatical Leave Revisions Academic Year 2018-2019**

College of Agricultural Sciences

Kelly Curl	Horticulture and Landscape Architecture	Change Fall 2019 to Spring 2020
Paul Ode	Bioagricultural Sciences and Pest Management	Change AY 2018-2019 to Spring 2019

College of Liberal Arts

David McIvor	Political Science	Change AY 2019-2020 to Fall 2019
Stephanie Malin	Sociology	Change AY 2019-2020 to Spring 2020
Stephan Weiler	Economics	Change Fall 2017 to Spring 2019

College of Natural Sciences

Meena Balgopal	Biology	Change AY 2018-2019 to Spring 2019
Debbie Crans	Chemistry	Change AY2018-2019 to Spring 2019
Jessica Witt	Psychology	Change Fall 2018 to Spring 2019

Walter Scott Junior College of Engineering

Scott Denning	Atmospheric Science	Change AY 2019-2020 to Fall 2019
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REPORT ITEM:

Report: Degree Name Change

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Board previously approved a Doctor of Systems Engineering Degree in the Walter Scott, Jr. College of Engineering. Upon request by the Dean of the College, the name of the degree is being changed to Doctor of Engineering in Systems Engineering to better align with industry standards.

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REPORT ITEM:

Report: The CSU College of Business in Fort Collins is planning the delivery of the undergraduate major in Business Administration, Accounting Concentration at the Collaboration Campus in Castle Rock.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Board is aware of the Engagement Hub and the activities at the Collaboration Campus in Castle Rock. This item announces our first academic program to be delivered there in concert with Arapahoe Community College. This is a 2+2 program.



Board of Governors of the Colorado State University System  
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MATTERS FOR ACTION:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2019-2020.  
Report Item. No action necessary.

EXPLANATION:

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

REPORT ON ACCREDITATION SCHEDULE FOR AY2019-2020

The following program-level accreditations will undergo site visits during the upcoming 2019-2020 school year:

Within the College of Humanities, Arts and Social Sciences:

- The undergraduate Bachelors of Social Work program will submit their accreditation self-study by August 1, 2019, and a site visit will subsequently be arranged for late fall to early spring 2020.
- The new graduate Masters of Social Work program has already submitted their benchmark report and will have a site visit in fall 2019.

Within the College of Education, Engineering and Professional Studies:

- The new Doctorate of Nursing Practice program will submit their candidacy presentation in May 2019 for fall 2019 approval, and a site visit will subsequently be arranged for early spring 2020.

# Text Book Savings



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COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

# CSU Text Book Savings

- CSU is utilizing an Inclusive Access Initiative (provides low-cost e-texts to all course participants)
- CSU's Unizin membership provides "Engage", which offers many texts on line at low/no cost)
- CSU's Digital Learning Initiative FY19: two projects on OER being developed
- Savings to Fort Collins students is estimated at \$2M/semester, \$4M this year alone.

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS



# CSU-Pueblo Text Book Savings

- Recent efforts in Pueblo have included an OER pilot program in 2017-18 which supported faculty development with \$10K in funding and saved students \$29K in seven classes over one year. These combined efforts are ongoing and increasing across campus, resulting in further student savings and include courses in disciplines such as Mathematics, Spanish, Sociology, Social Work, Communications, Political Science Chemistry, Physics, Biology and others.
- A recent application for state funds proposes to make CSU-Pueblo a Default OER (DOER) campus by 2028, in line with our Vision 2028. With implementation, our students would expect the majority of educational resources to be available as OER, with a centralized Open Education Lab to facilitate and support this. Two main projects of this initiative include targeting English composition and lower-level Math courses, taken by a significant number of students, with estimated total cost savings to students of \$152K/year and \$300K/year, respectively.

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# Reducing Textbook Costs

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# Textbook Philosophy



First week's reading materials are embedded in the courses



Multiple purchase and rental options



Encourage students to use other options



Policy requirements to keep the average textbook cost per course below \$150.00

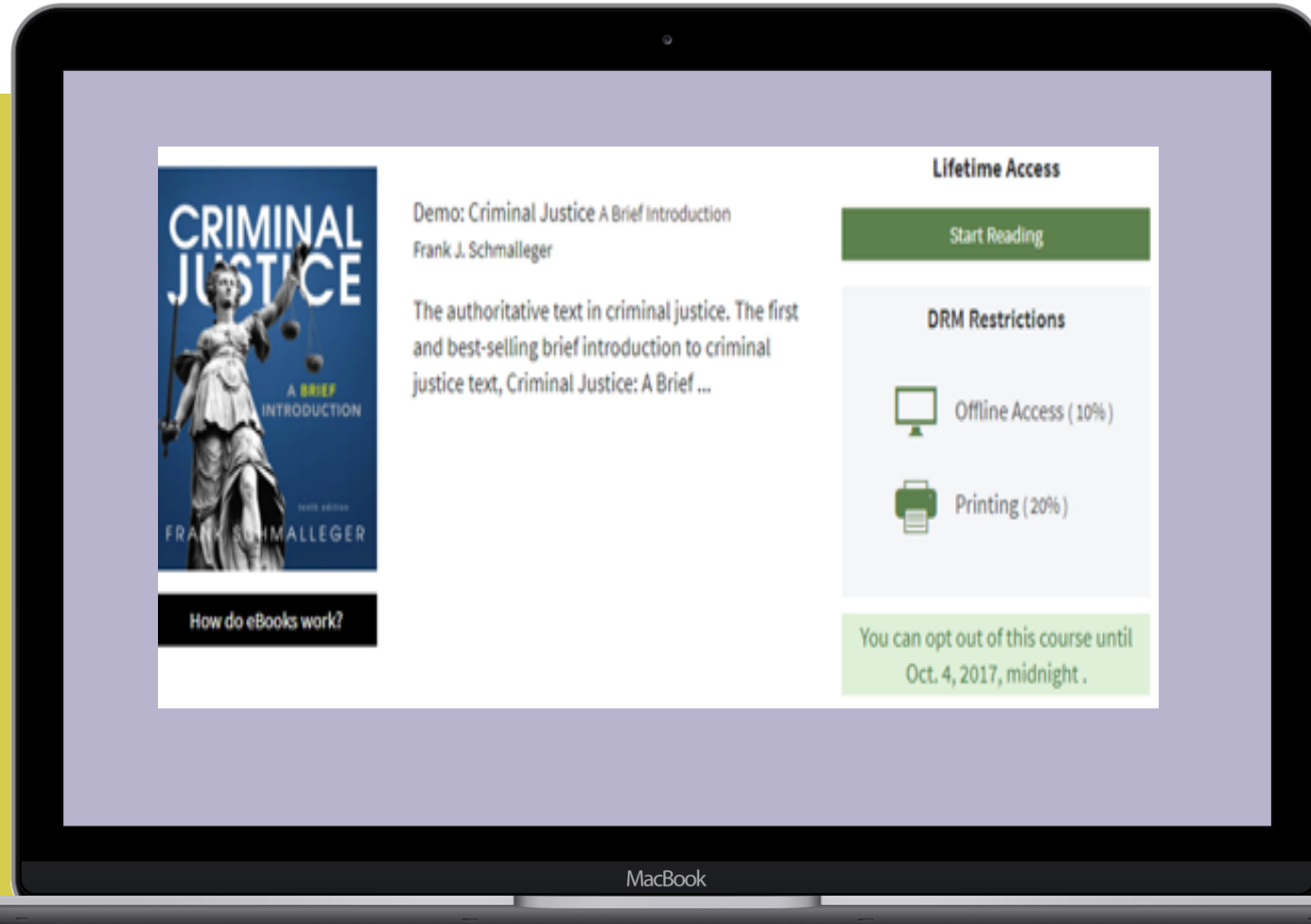






# Digital Day One Access

Optional digital day-one access to e-books in 206 courses.



Annual University wide savings of **\$4,036,051.** (average \$1.3M per trimester).





# Open Educational Resources

- 24 courses
- 100% of all general education courses
- Annual University wide savings of **\$680,971** (average \$227K per trimester).

The screenshot displays the Open Textbook Library interface. At the top, the logo for Open Textbook Library is visible, along with a search bar and navigation links for 'Browse subjects', 'Our Textbooks', and 'About us'. The main content area features a book listing for 'International Trade: Theory and Policy' by Steve Suranovic, George Washington University. The listing includes a cover image, a 'Read this book' section with 'PDF' and 'ONLINE' buttons, and a 'Conditions of Use' section with a Creative Commons Attribution-NonCommercial-ShareAlike license icon. A 'Table of Contents' section lists 11 chapters, including 'Introductory Trade Issues: History, Institutions, and Legal Framework' and 'Evaluating the Controversy between Free Trade and Protectionism'. Below this, the 'openstax' logo is shown with the tagline 'Access. The future of education.' and a large blue banner for 'Introductory Business Statistics'. At the bottom, there are three tabs: 'Book details', 'Instructor resources', and 'Student resources'. The 'Book details' tab is active, showing a 'Get the book' section with links for 'Table of contents', 'View online', 'Download a PDF', 'Order a print copy', 'Download for Kindle', and 'Read on Chegg'. A 'Summary' section describes the book as a one-semester statistics course for business, economics, and related majors, designed to provide a meaningful understanding of the discipline. A 'Senior Contributing Authors' section lists Alexander Holmes (The University of Oklahoma), Barbara Ilowsky (De Anza College), and Susan Dean (De Anza College).



# Individual Impact



## Program

## Cost Savings

Master of Professional Accounting program

**\$1762.33** by taking advantage of the OER and digital day-one access options (from \$2375.72 to \$613.39).

Bachelor of Science in Criminal Justice program

**\$922.63** by taking advantage of the OER and digital day-one access options (from \$1180.00 to \$257.37 cost).

General Education

**\$660.09** for 31 credits of General Education by taking advantage of the OER and digital day-one access options from \$690.09 to \$30.00).



## Ongoing Impact

CSU-Global remains very focused on providing quality solutions to reducing textbook costs. As we continue our development , we will expand OER and digital day-one access options while continuing to research additional opportunities and work directly with publishers to reduce costs.



# Questions and Comments

# Service Learning: Engage, Reflect, Succeed

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Rick Miranda

Provost and Executive Vice President





## Service Learning

### Key Features:

- Engage in meaningful community-based endeavor
- Apply co-curricular or curricular knowledge/skills: experiential learning
- Reflect on experience and its implications

### Key Benefits:

- Recognize relevance of co-curricular and course material
- Build skills for collaborating with diverse partners
- Strengthen disciplinary and “soft” knowledge/skills



# Service Learning associated with:

## Behaviors

- Persistence
- Increased study time
- More substantive, frequent interactions with faculty

## Skills & Attitudes

- Cognitive skill
- Understanding of co-curricular or disciplinary knowledge
- Critical thinking
- Intellectual growth
- Team work
- Motivation to learn
- Self-efficacy
- Self-awareness: values; relationships with others, systems
- Satisfaction with undergraduate experience

## Academic Outcomes

- Higher retention rates, first to second year
- Better grades, first and last years
- Greatest gains for students with low prior academic achievement



# Student Leadership, Involvement and Community Engagement (SLiCE)

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## Alternative Breaks

- Immersion in a community (1 week: Spring or Winter Break)
- Service to non-profit or government agency
- Education on social or cultural issues in host community
- 112 participants, 30 student site leaders, 16 faculty/community advisors







# Key Communities

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- Key Academic: Breaking Ground, Building Future Leaders
  - Social justice project
  - Defined per student interest
  - Sample projects:
    - Building community center garden beds
    - Organizing clothing drive
    - Organizing toy drive





## Key Health Professions

- Key students mentor 4<sup>th</sup>- and 5<sup>th</sup>-grade Harris Bilingual students
- Teach anatomy of the heart through pig heart dissection





# Key Service

- 30 hours of service per semester
- Fall term service tied to Key seminar
- Related reading assignments
- Reflection papers
  - *Example:* Education and Diversity: Fort Morgan High School



# Campus Connections

- CSU students do 1-to-1 mentoring with at-risk youth referred from schools, human services, the juvenile justice system, and families
- Mentoring promotes youth resilience, decreased substance abuse and delinquency, and increased life success
- Prepares students to become highly skilled, civically engaged professionals
- CC is licensed and operating at UNC, UCCS, CSU-P (this fall), U of Auckland in NZ, and soon other campuses





# Campus Connections



- Supports over 200 No Co youth and almost 300 CSU students/year
- Served 2,350 youth and 3,000 CSU students since 2010
- William T. Grant Foundation award (2015) supports analysis of program' model
- **Youth outcomes:** reduced substance abuse, delinquency, problem behaviors; improved behavior, attitudes to school, well-being
- **CSU student outcomes:** +.32 -.57 GPA; +5% retention to second fall; +23% 4-year graduation rates; increased understanding of diverse perspectives and links between learning and societal issues





# Center for Public Deliberation

- Enhances local democracy by elevating the quality of public discourse in Northern Colorado
- Works closely with local organizations, e.g., city and county governments, school boards, and community groups
- Uses student facilitators trained in a dedicated course, the first of its kind
- Now a national model for similar courses and programs
- Awarded 2018 national Civvy Award for engagement





## CPD Students Lead:

- Facilitate meaningful democratic conversations
- Prepare accurate, fair, accessible information to frame discussions
- Guide impartial, structured deliberations that include all voices, generate meaningful feedback, and prompt collaborative action
- Analyze participants' responses and produce reports that inform decision-making

## . . . And Develop Skills:

- Community outreach
- Project management
- Data analysis
- Public relations
- Videography
- Event planning

# CSU Service Learning: By the Numbers

## (Annual Totals)

- **~114** students participate in deep-dive Key Communities service learning experiences
- All **~650** Key Communities students engage in a service project
- **140** total unique academic service learning courses at CSU; 5 to 7 more added/year
- **~3,500** students take academic service learning courses

Questions?

Thank You!







# Service Learning

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Dr. Karen Ferguson  
Provost and VP of Strategic Development



# Service Learning at CSU-Global



Students apply knowledge and skills in a real world context



Soft-skill development and application including teamwork, problem solving, communication, and



Career exploration



Interaction with Faculty and Employers for a balanced approach



# Service Learning Opportunities

- Integrated Service Learning
  - Master's of Science in Organization Leadership, Executive Express Path
- For Credit Service Learning
  - BS, Human Services
- Micro-internships
- Volunteer and Peer Mentoring





# Executive Express Path – Service Learning

- Student leaders in the Executive Path start the service learning in the second of ten courses
- Student leaders become more active in their communities and nonprofit organizations through building networks with leaders of those organizations

**EMPOWERING THE  
LEADER IN ALL OF US**







# Executive Express Path – Service Learning

- Student leaders journal their service
- Journals are verified by community/nonprofit leaders and are housed in the students' e-portfolio in Canvas
- Student leaders have 42 weeks to complete the 80 hours
- 45 students per year





# BSHS Service Learning

- Students in the optional service learning component, earn 3 credits while serving 80 hours in Human Services Organization with a focus on:
  - Housing
  - basic needs
  - Safety
  - Mental health
  - Physical health
  - Housing
- 25-30 students a year



# BSHS Service Learning

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- **Recent practicum sites:**

- Department of Human Services -- Colorado Springs, CO
- Spectrum Community Services -- Lakewood, CO
- Partners to Change -- Colorado Springs, CO
- The Family Tree -- Wheat Ridge, CO
- Safe Passage -- Colorado Springs, CO
- Gilpin County Human Services -- Black Hawk, CO
- Kids Peace -- Indianapolis, IN
- Serenity Care Hospice -- Harrisonville, MO



# Internship based service learning

- Students complete 80 hours within an 8 week period with corresponding coursework
  - Ronald McDonald House
  - El Paso County Department of Human Services
  - Children's Memorial Hermann Hospital
  - Sheppard Pratt Health System (assisting with transition and placement for students with special needs)
  - Partners in Change (assisting women struggling with domestic abuse).
- 30 students per year

"This internship has been, by far, the best experience I have had while attending CSU-Global and this opportunity has opened doors to a much larger career for me."

Kathrine T.,  
Partners in Change



# Micro-Internships

- Short-term, paid projects offered on-site and virtually with companies throughout the world.
- Students gain more work experience, network, and potentially move into a full-time position with a company
- 30-40 students per month

**EATON** **Extracting Insights from Data** | Chicago, IL Favorite ☆ Hide 🗄

BY: Eaton DEPARTMENT: Strategy Remote

📅 START DATE: 04/04/2019 DETAILS ▾

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**Microsoft** **QA Testing and Development** | Chicago, IL Favorite ☆ Hide 🗄

BY: Microsoft DEPARTMENT: QA Remote

📅 START DATE: 04/08/2019 HIDE DETAILS ▲

**START DATE**  
04/08/2019

**DUE DATE**  
04/29/2019

**EST. HOURS**  
30

**ON-SITE/REMOTE**  
Remote

**PAYMENT**  
\$540.00

**DESIRED SKILLS**  
HTML CSS JS

**JOB DESCRIPTION**

We need someone to work with us on developing and QA testing a network of sites, as well as support in carrying out the corrections found during the QA process.

**COMPANY DESCRIPTION**

At Microsoft, our mission is to empower every person and every organization on the planet to achieve more. Our mission is grounded in both the world in which we live and the future we strive to create. Today, we live in a mobile-first, cloud-first world, and the transformation we are driving across our businesses is designed to enable Microsoft and our customers to thrive in this world. We do business in 170 countries and are made up of 114,000 passionate employees dedicated to fulfilling our mission of helping you and your organization achieve more.

**CONNECT ONLINE**

[in](#) [t](#)

[Share this opportunity](#)



# Peer Mentoring

- Students volunteer as peer mentors to help each other with:
  - starting a new career
  - changing careers
  - professional development
  - work-life-school balance
  - acclimation to CSU-Global.
- Average of 40 students per month

TEACHING RESUME REVIEW CAREER CENTER RESOURCES MENTORING GROUPS OPPORTUNITIES

510

## CSU-Global Mentor Program

126 members

ABOUT **MENTORS** DISCUSSION RESOURCES ADMIN

Sort By: Random 44 results [MAP VIEW](#)

This filterable directory features alumni who have offered to serve as mentors in the three month mentor program. Mentee must initiate mentorship with alumni by clicking 'Let's Connect'. Mentee may have up to 2 mentors at any one time.

Corrin Spiegel, CEcD, ICMA-CM  
City Administrator

Tourism, Real Estate, Public Relations a...  
ngDesigns, City of Davenport  
IA

[Full Profile](#)

Mark Jozwiak  
IT Professional

Information Technology and Services  
 Q-DAS Inc.  
 Detroit, MI

[Let's Connect](#) [Full Profile](#)



# Summary

*Questions?*



# SERVICE LEARNING

AT CSU-PUEBLO



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# Service Learning

## In Academic Affairs



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# Honors Program

## Local Volunteer Contributions

- In their Junior year, Honors students complete 60 hours of volunteer work.
- Students have completed their hours at local organizations:
  - Humane Society of the Pikes Peak Region
  - El Pueblo History Museum
  - Boys and Girls Club
  - Baca Elementary School
- They have gained experience in:
  - Designing social media campaigns
  - Translating documents from English to Spanish
  - Creating a garden project and having STEM discussions with elementary students during after school programs



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# President's Leadership Program

*Established in 2004*

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The PLP is unique. It is a program and a minor that only scholars in the program can earn.

## Recent Projects

- Developed and presented “Adulthood 101” Workshops for rural southern Colorado High School Students
- Created CSU-Pueblo Learning Center at El Centro del Quinto Sol east side community center
- Marketed and produced major fundraising event for local veterans
- Worked with Center for American Values to plan a community Ethics Conference



# President's Leadership Program

*Established in 2004*

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## Recent Projects

- Created community-wide recycling survey and presented results to both city/county officials
- Addressed concerns of local nursing homes on entertainment/recreational opportunities for seniors
- Worked with local shelters to develop awareness of teen homelessness in the Pueblo area
- Produced children's video for local hospital, "What to expect when you go to the ER"
- Worked with migrant center in Avondale, CO to address needs of migrant farm workers and their families







Fall 2018 PLP Junior Class Project

*Working with City Council to develop a student internship program to benefit the City of Pueblo*

# Teacher Education Program

## Service Learning Within Regional Schools

- All students pursuing degrees that lead to teacher licensure are required to complete at least 800 hours of service learning in K-12 schools.
- Each year, students in the Teacher Education Program devote approximately 60,000 hours to regional schools.



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# Engineering Students Supporting Local Sustainability

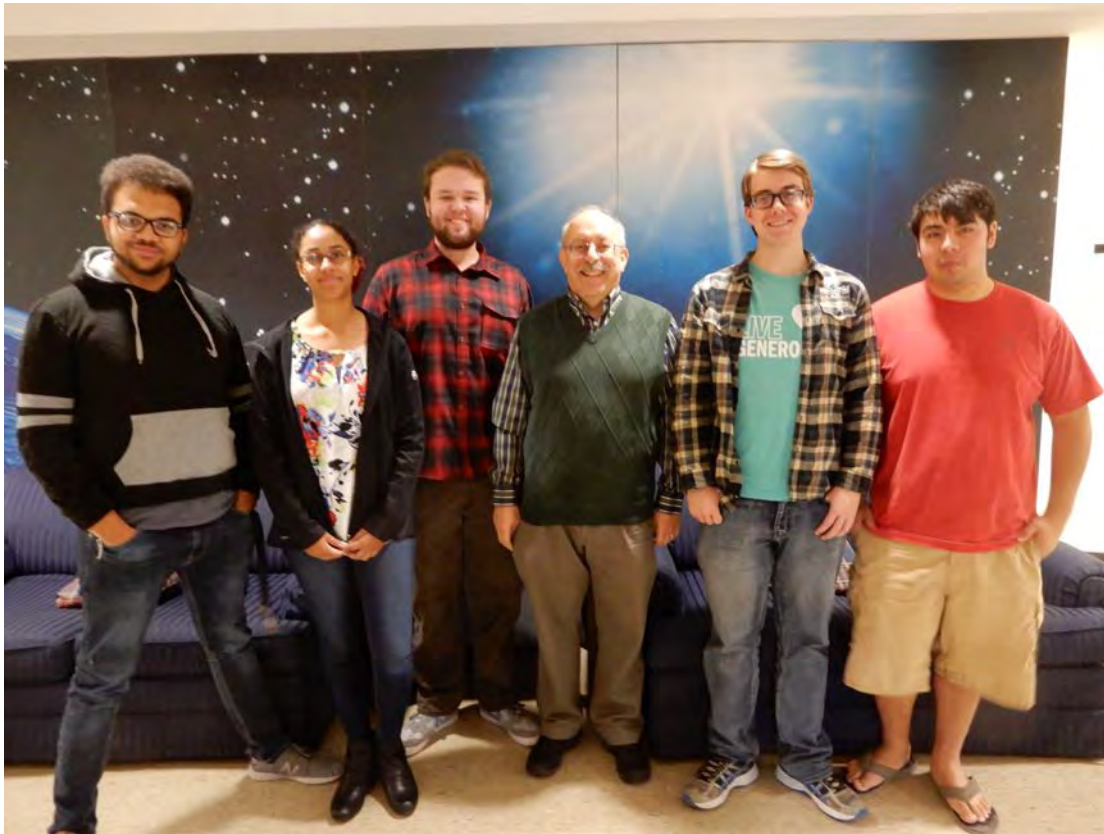
- Optimization of the Depal Workstations
- Developing a simulation model of the Vestas Wind Turbine Base Tower Manufacturing Facility
- Treadbot – Weld Inspection Robot for Wind Turbines
- Automated Recycling Sorter
- Autonomous Robot for Nondestructive Concrete Bridge Inspection
- Wildfire evacuation procedures using simulation design



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# Engineering Students Supporting Local Sustainability



- A simulation model to evaluate a new Galls Force Facility to be built in Pueblo
- A simulation model to analyze the bottlenecks on the assembly process of the protein powder mixing machine with a local company – EZ Protein
- Application of the 5S approach for improvement in the Parts and Maintenance Department at the Target Distribution Center in Pueblo

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# Service Learning in Todos Santos, Mexico

521



## Recent Trips:

Spring Break 2018 & 2019 – Ecotourism Course (CSU-Pueblo working with local middle school students)

Fall 2018 – Mexican Students visit Pueblo (CSU Students working w/8 students from Mexico visiting on grant)

Summer 2018 – Ecotourism Symposium (CSU students working to put on a one-day symposium for 100 locals)

Spring Break 2018 – Ecotourism Course (CSU-Pueblo & Mexican College Students in La Paz)

Spring Break 2017 – Ecotourism Course & Recycling Festival (CSU-Pueblo students working with local grade school in Mexico)

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# Service Learning

## In Student Affairs



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# Residence Life and Housing

## Residential Curriculum

- Educational priority: “By living on campus, students will develop their own identity and accept responsibility for their individual roles in diverse communities”
- Goals to achieve this priority: developing Cultural Competency and Interpersonal Relationships

## Community Garden

- A vision is being proposed to create a community garden that would be open to all residents and partner with academic departments to create programming on basic gardening.



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# College Assistant Migrant/ LatinX Student Union

## Shoe Drive

- Students donated over 150 pairs of shoes to migrant farm working families with elementary school children.

## Orphanage Volunteer

- Students served at one of the largest orphanages in North America during their spring break trip to Mexico.
- Students were also able to reconnect with their history and experience the culture.



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# Alpha Psi Lambda: CSU-Pueblo's Latinx Fraternity <sup>525</sup>

## Rake Up Pueblo Event

- Students raked the leaves of Pueblo City Senior Residents on November 17<sup>th</sup>, 2018.
- The event is sponsored by the Pueblo Senior Resource Development Agency and is geared toward helping seniors who are financially and/or physically unable to do the task themselves.



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# Music Department



## Performing for Community Events

- Orchestration and Arranging students perform at the Senior Resource Development Agency facility annually
- Students perform for the annual Red Cross Dinner each year
- Music Education students gain field experience in K-12 schools and high schools as instructors for band camps and sectional instructors for concerts

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## Fraternity and Sorority Life

### Omega Delta Phi Fraternity

- Partnered with Kaboom and Pueblo Parks and Recreation to create a new park for children in the Pueblo community.
- Worked with the United Way to mentor high school students.

### Alpha Sigma Alpha Sorority

- Partnered with the Special Olympics of Southern Colorado to plan and participate in the Polar Plunge to raise funds and awareness towards the Special Olympics.

## New Student Orientation

- New student orientation offers the option to participate in a service project
- The most recent project was painting the arts soon at el Centro del Quinto Sol Recreation Center.



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## Student Organizations

### Southern Colorado Association of Nurses

Planned and participated in the KOAA 5 Health Fair

The fair was open to the public and provided free health screenings

### Sociology and Criminology Club

Planned and executed the “Walk a Mile in Her Shoes” event with the Pueblo Rape Crisis Center.

The event brought an education component to campus to inform students of resources and services available to them.



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# Athletics

## T-Wolf Junction Cleanup Task Force

- The CSU-Pueblo Student-Athlete Advisory Council (SAAC) look for two large volunteer projects a year. Students and faculty volunteered for this Spring beautification project.
- They partnered with Pueblo Parks & Recreation, City Storm Water Department, Code Enforcement, and Streetscape Advisory Committee: Keep Pueblo Beautiful.
- The vision to rehabilitate an intersection near campus included a process of:



- locating the original planting & watering plans (from 1998)
- updating the plants for better water conservation and colors
- testing the water lines, identifying living matter, cutting and clearing the dead debris
- reestablishing (and updating) irrigation
- clean up of trash before mowing
- purchasing plants and gravel, plant and spread for a finished look by graduation: May 4, 2019.



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# Service Learning

## Student Volunteers



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# Think Tank Lab

*Department of Psychology*

- Started in 2017
- Mission to erase the academic-community divide through networking and collaboration
- Currently 40+ students from many areas of campus collaborating with community organizations aimed at serving the most vulnerable individuals and negatively impacted students in Pueblo
- Volunteers dedicate as many as 40 hours of community service every week
- Unfunded – all voluntary work by students and faculty

# Recent Projects

- Representing student work at 5 regional conferences
- Providing secondary trauma education to local elementary school teachers
- Working with local church to help congregation learn how to help people in the community without homes (Summer 2019)
- Learning about the local poverty rates that our students come from and the level of housing and food insecurity faced regularly on college campuses
- Providing ongoing training and workshops for community organizations such as needle exchange, public library, Mental Health of America on topics such as social-emotional intelligence, transgender awareness, and secondary trauma

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# Section 10

## *CSU-Global Campus Reports*

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

Board of Governors to the  
Colorado State University System  
May 7&8, 2019  
Student's Report

**CSU-Global provides opportunities for students for career readiness.**

A year ago, I took on the appointment of the student representative for CSU-Global on the CSU System Board of Governors. I began this challenge with excitement to be able to share my perspective as a non-traditional student but was also anxious about being able to meet the expectations of a talented and highly educated board. What I didn't expect, was the professional and personal growth I would experience.

Jaunarajs and McGarry studied multiple universities' best practices of strategic integration of leadership development with career development. They concluded that more meaningful and relevant leadership development programs integrate career preparation and professional practice. This integration puts students on the path to better postgraduation career outcomes, lifelong civic contribution, and personal satisfaction (Jaunarajs & McGarry, 2018). This board appointment has provided me with this type of integration of professional practice along with my graduate studies in organizational leadership.

This year-long journey involved with a board of governors gave me exposure to strategic planning, financial budgeting, audit/compliance oversight, customer value exploration, problem-solving and critical decision making. Experiencing how this board approaches unexpected challenges with an open mindset, logic and professionalism showed me how successful organizational leadership works. I learned from this board experience to be prepared for the

unexpected, review data to understand the root cause, encourage input from many viewpoints, and then, determine the best strategy to resolve the issue.

This experience has strengthened my leadership skills, through self-reflection of strengths and weaknesses, considerations on future career direction, and by using best practices, I learned from this board, in my current job. To be able to see organizational leadership theory in practice at a board oversight level has given me the understanding beyond the textbook. To be invited to collaborate with such a talented group of industry experts and to experience the level of customer engagement, insight, and ethical decision-making process was a hands-on experience I couldn't get in the classroom.

Career readiness is defined as "students are able to make an immediate impact at work utilizing skills such as, critical thinking, communication, teamwork, and having a work ethic" (Jaunarajs & McGarry, 2018, Pg. 102). I plan to graduate with my master's in organizational leadership later this year, and this board appointment has given me the career readiness I need to be successful in meeting my career goals.

I greatly appreciate this opportunity to learn from all of you on how to be a great leader and I will always be a strong supporter of the CSU System.

**Dorothy Axelson**

Student Representative

Colorado State University-Global Campus

### Reference

Jaunarajs, I., & McGarry, E. (2018). Organizational Alignment to Promote Leadership Development for Career Readiness in College Settings. *New Directions for Student Leadership*, 2018(157), 101–113.

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 Soft Skills Implementation into General Education Courses**

Many employers desire soft skills beyond the hard skills typically associated with a bachelor's degree. Burning Glass, Forbes, and The National Association of Colleges and Employers (NACE) provide lists of soft skills and traits needed by employers in today's economy. Soft skills are supported in the curriculum and in CSU-Global's mission of workplace success. Using data and curriculum mapping, we have taken extra steps to help students see how their general education applies to life and careers. As such, we have categorized, and graphically represented the opportunity to gain these skills in the General Education curriculum.

1. To identify soft skills:
  - a. Initially created a set of five broad categories of soft skills.
  - b. Created a list of current soft skills that were wanted by employers as well as the most common ones found in GE courses.
  - c. With those two items, soft skills were separated and placed under each category
  - d. Template of soft skills was given to each content expert revising a course where they fit.
2. With the soft skills template in place
  - a. Between content expert and reviewers - course mapping of the soft skills.
  - b. List of assessable assignments added to template for each course were done for each assignment.
  - c. Goal of revision was to see if we could create assignments to achieve 50% of each category throughout class.
  - d. Created visual display of soft skills in each GE course found in two different areas.
    - i. Overall list of all soft skills one could be exposed to in course.
    - ii. Individual assignments show soft skills for that assessment only.
  - e. Course rubrics updated to include area for soft skills.
3. Feedback/next steps
  - a. Revisit the list of soft skills next revision cycle.
    - i. Any new soft skills need to be added?

- ii. Any soft skills not relevant and need to be removed?
- b. Review the data obtained from the assessments to determine how well students are doing with the soft skills.
  - i. Do things line up how we envisioned?
  - ii. Do we need to update rubrics?
  - iii. Are soft skills being met?



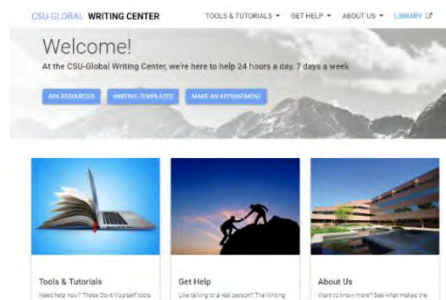
Board of Governors of the  
Colorado State University System  
May 7-8, 2018  
President's Report Item



### CSU System Goals: Expand Statewide Presence

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

- CSU-Global has launched a number of new and redeveloped platforms designed for student success, including:
  - Global Connect, a career and networking platform, which provides students and alumni the ability to access career-related services, connect with peers and other professionals, join groups, and participate in online career-related discussions.
  - A Writing Center with more intuitive navigation, a revised and streamlined APA guide, and a variety of new writing resources.
  - A one-stop tool for students that automatically matches internal and external scholarship awards that match their profiles.
  - A predictive analytics platform for Student Advising that brings in real-time data from our Student Information System and Learning Management System, providing better insight into student performance and engagement.



- Senate Bill 194 (SB19-194) passed with unanimous consent through the Colorado General Assembly, with bi-partisan support in March and April. The bill will allow Colorado National Guard service members to use their service benefits assistance toward their continued education with CSU-Global (previously unavailable due to a preclusion related to the National Guard's state statute).



- CSU-Global Esports has launched, providing CSU-Global students a new opportunity to interact with each other outside of the classroom, regardless of where they are in the world. The program is intended to serve as a non-competitive club activity for gaming, with a focus on building community.



- The university has redesigned its current [CSUGlobal.edu](https://www.csuglobal.edu) website in order to improve the overall user experience for our students and other stakeholders. New features and enhancements include a cleaner look and feel that aligns with our new branding; improved readability and content organization, based on usage data; and pages dedicated to specific audiences, granting individual site users easy access to the most in-demand .

- The university continues to offer webinars for students, alumni, and prospective students, focusing on professional and industry-relevant areas and skills. Most recent topics include *Education Needs for Technology Careers*, *Job Trends in Criminal Justice*, *The Benefits of Internships*, and *What Hiring Managers Really Want*.

#### WHAT HIRING MANAGERS REALLY WANT IN 2019:

Learn about the hiring trends and soft skills needed to succeed in 2019's job market, particularly for IT and the finance industry.



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

- CSU-Global is proud to have launched the following new programs for students in the Spring Trimester:
  - The Undergraduate Certificate and Specialization in Digital Marketing provides students with a working knowledge of digital-marketing skills, leading to the compilation of an effective digital-marketing campaign.
  - The Undergraduate Certificate and Specialization in Fundraising develops students' ability to lead fundraising efforts in nonprofit organizations, maximizing the ability of the organization's leaders to obtain private, corporate, and government funding.
  - The Graduate Certificate and Specialization in Strategic Digital Information in Marketing provides students with current digital, internet, mobile, and e-commerce strategies that integrate with traditional marketing practices to remain relevant in today's rapidly changing markets (domestic and global).
  - The Graduate Certificate and Specialization in Digital Instructional Architecture focuses on instructional design and program development in the technology-driven, online-learning environment.
- CSU-Global leadership has developed its strategic plan and goals for FY20-FY22, titled *Bridging the Educational Divide*. Its high-level objectives and focus on relevancy, engagement, and infrastructure can be viewed [on these slides](#).



- In March, the university's Career Navigation Services partnered with Parker Dewey to launch a new program for micro-internships. Students and recent grads can gain more work experience, network, and potentially earn a full-time position through short-term, paid projects, offered on-site and virtually.

## CSU System Goals: Transform Colorado's Future

### CSU-Global Transformation Plan Goal: Sharing for Global Good

- The university has recently participated in a number of events focused on building community and serving Colorado:
  - Provost and VP Dr. Karen Ferguson served on a panel with other leaders in Colorado to discuss key academic topics in the state at the Higher Education Forum, presented by Colorado Business Roundtable on April 11, 2019.
  - Dr. Becky Takeda-Tinker presented at The State of the State Luncheon with keynote speaker Governor Jared Polis on April 25, 2019.
  - The university sponsored and attended events by Colorado Technology Association, Denver Regional Council of Governments, and Latin American Educational Foundation.
- CSU-Global has partnered with Colorado Rural Health Center – the university has become a sponsor as well as will provide Colorado Rural Health Center's employees and employees of all its member organizations with tuition discounts.
- The university has recently received the following rankings:
  - #3 for Best Online Master's in Law Enforcement Administration Programs.
  - #1 Best Online Bachelor's in Healthcare Management from College Choice.
  - #1 Top 25 Online Master's in Project Management from Best Masters Programs.



- Dr. Becky Takeda-Tinker provided the Commencement Ceremony addresses for both the Men's and Women's Colleges in Riyadh, Saudi Arabia, in early April. The invitation to speak at these events demonstrates CSU-Global's commitment to collaboration and access to higher education around the world.

# Section 11

## *Strategic Mapping*

# Strategic Mapping Update

May 7-8, 2019



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# Board of Governors Retreat

## Draft Agenda

Wednesday, June 12, 2019	Thursday, June 13, 2019	Friday, June 14, 2019
	<b>National Landscape for Higher Education</b> <ul style="list-style-type: none"> <li>- EAB (Education Advisory Board): Discussion on hot topics on the higher ed landscape</li> </ul>	<b>Board Strategic Planning</b> <ul style="list-style-type: none"> <li>- Current and Future Demographics</li> <li>- Strategic Priorities for FY 20 and Beyond</li> </ul>
<b>Financial Context for CSU System</b> <ul style="list-style-type: none"> <li>- University Budgets: Big Picture, Big Drivers</li> <li>- Colorado and Denver Metro Economy: Current State and Economic Outlook</li> </ul>	<b>CSU System Initiatives</b> <ul style="list-style-type: none"> <li>- Overview</li> <li>- Deep Dive on CSU Campus at NWC</li> <li>- Tour of the site</li> </ul>	
Dinner with Invited Guests	Dinner with Invited Guests	

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# National Western Center Redevelopment



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# National Western Center Redevelopment Big Team Organization

## National Western Center Authority

- Board of Directors
- CEO and Staff

## SteerCom

- All equity partners – CSU, WSSA, City of Denver, Authority

## Program Committees

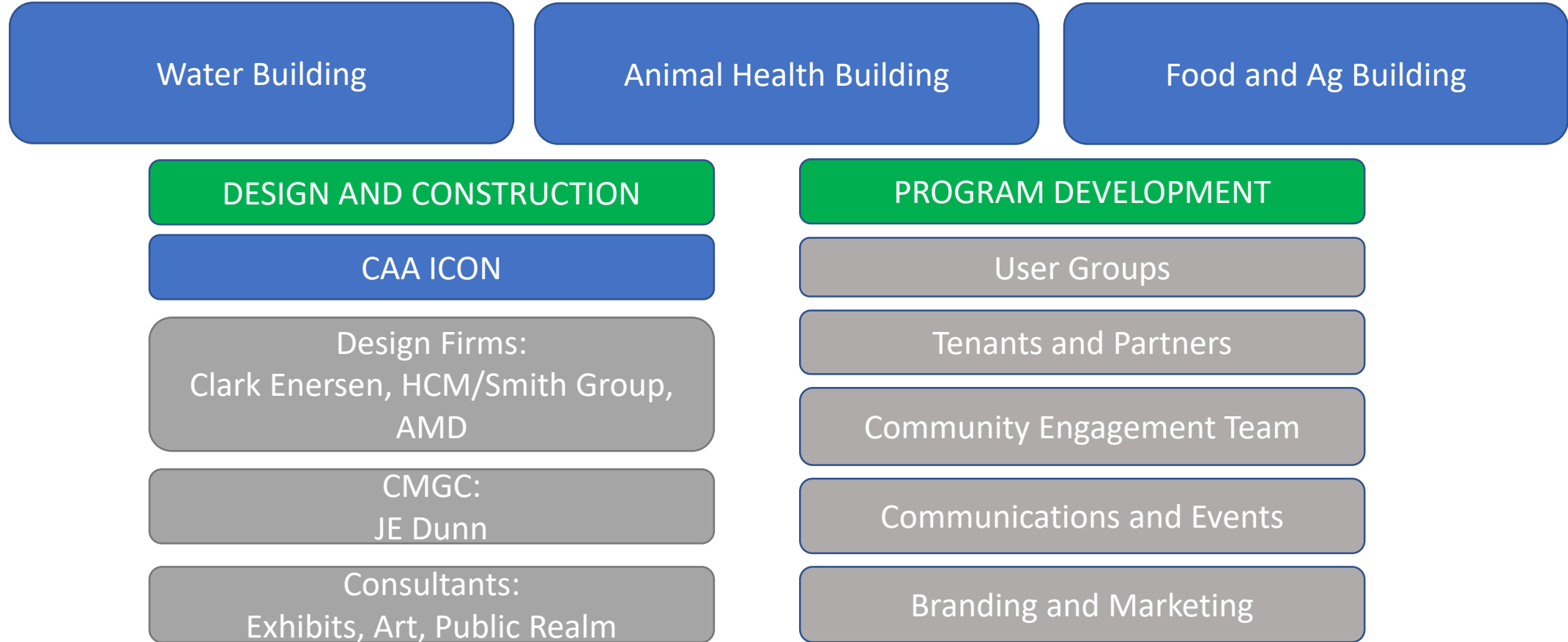
- **CAC** – Citizens Advisory Committee, **PAT** – Project Alignment Team, **SDL** – Strategic Design Leadership, **SHELT** – Safety and Health, **Public Art, Historic and Cultural Resources**, **COG** – Concurrent Operation Committee, **ReNEWW** – Regeneration of Natural Environments, Energy, Water and Waste, **COMS** - Communications

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# National Western Center Redevelopment CSU Team Organization



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# CSU and Bruce Randolph School MOU



# CSU and Bruce Randolph School MOU

## Foundational components of the MOU:

- **Youth Engagement:** CSU Rockefeller grant working with youth interested in community health and advocating for policy change.
- **Youth Action Coalition:** Giving youth at BRS a voice at the table when it comes to the National Western Center project.
- **Upward Bound:** CSU's Access Center leads a program at BRS for youth who are low-income and first-generation college students.
- **Little Shop of Physics Open House:** An annual event with the CSU hands-on STEM outreach group.
- **Presentations and in-person work within classrooms.**
- **Temple Grandin Equine Assisted Activities and Therapies.**
- **Annual full 8th grade class visit to CSU.**
- **9<sup>th</sup> Grade Road to CSU:** A day for students to understand college is possible, and how to achieve it.

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## Youth Action Coalition (YAC)

- Youth engagement and impact related to the development of the National Western Center
  - Funding through NWCA, NWSS, HC, DMNS, and the NWCO/NDCC
  - Currently in the information gathering and planning stages
    - Working with other groups engaging youth, determining opportunities to partner
  - Convening an “Adult Champions Committee” to engage a representative from each funding entity
    - Adults will go through cultural responsiveness training, learn how to engage with youth, and identify opportunities for youth to engage
  - Partnership with Bruce Randolph School to engage students; applications in the Fall
    - As is best practice, youth will be compensated for their time and energy
    - Youth will also connect with future internship and job opportunities

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# System Mission

Operate as a dynamic whole to produce access to excellence across all three institutions, delivering human and economic advances throughout Colorado and the world.

**Strategy**

Mission Projection  
Rapidly respond to the market through innovation and research

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

Mission Alignment  
Deliberately engage with a diverse array of partners to ensure our work brings critical value to the community

**Work Areas**

- Major Projects
  - National Western Center
  - Todos Santos
  - Allied Health Professions
  - University Partnerships
- Workforce

- Academic
- Operational

- Government Relations
- Partnerships/Engagement

**Outcomes**

Student Success, Fiscal Strength, Community Impact

**System**

Institutional Strategic Plans





# 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

May 8, 2019

### CSU-System Wide

- Chancellor Frank and President Takeda Tinker represented the System on CSU's Founders Day at the Capitol, where they were introduced on the floor of the House and Senate.
- The System hosted a reception at the CSU Denver Center to welcome Angie Paccione as the new Executive Director of the Colorado Department of Higher Education.
- The System hosted key stakeholders for a strategy session on the Together We Grow Initiative.
- The System hosted a System-wide Banner Student Implementation discussion March 19.
- Executive Vice Chancellor Parsons led a group with representation from Fort Collins and CSU-Global Campus for an informational meeting with UC Irvine on E-Sports.
- Executive Vice Chancellor Parsons participated in an EAB Higher Education Strategy Forum Roundtable in Washington DC April 1-3.
- On April 18 at the CSU Denver Center, Chancellor Frank, EVC Parsons, and CSU-Fort Collins Provost and Executive Vice President Rick Miranda hosted a System-wide Todos Santos Retreat to mark the start of the next stage of that campus' evolution.

### Campus Updates

- The work of the Presidential Search Advisory Committee resulted in the successful hire of Joyce McConnell, Provost and Vice President for Academic Affairs at West Virginia University, as the 15<sup>th</sup> president of Colorado State. Following her official appointment by the Board of Governors, Chancellor Frank hosted President-Elect McConnell the weekend of March 29 for key introductions and campus orientation.
- Work with CSU-Pueblo is ongoing through BFS Kauli for improved systems and controls.
- Executive Vice Chancellor Parsons presented to the CSU College of Business Global Leadership Council on April 4, 2019 in Denver.

### CSU System Government Affairs – Federal

- Chancellor Frank attended the National Governors Association meeting in Washington, D.C. in February and met with members of the Colorado delegation and key staff.

### CSU System Government Affairs – State

- Meetings with key members of the Legislature, local delegations, and new legislators continue.
- Introduced Board nominees to members of the Legislature ahead of their confirmation hearing and Chancellor Frank addressed the Senate Education Committee in support of the nominees. Both Russell DeSalvo and Armando Valdez were successfully appointed.

#### Statewide Partnerships:

- Executive Vice Chancellor Parsons presented at the Rocky Mountain Land Use Institute – Western Places/Western Spaces on the National Western Center Project March 8.
- Chancellor Frank, Executive Vice Chancellor Parsons, and CFO Sobanet attended Colorado Department of Higher Education meetings and briefings on the funding formula.
- Chancellor Frank and EVC Parsons attended the National Western Authority Board meetings February 28, March 28, April 15, and April 25.
- Chancellor Frank attended Western Stock Show Association Board meetings February 14 and April 11.
- Chancellor Frank and Executive Vice Chancellor Parsons attended the HIC Groundbreaking at National Western Center April 24.
- Chancellor Frank represented the System along with members of the Board of Governors at the CSU-Pueblo Commencement ceremonies on May 4.
- Chancellor Frank and EVC Parsons signed an MOU with Denver Public Schools’ Bruce Randolph School focused on development of cooperative programs to benefit youth. CSU will be permanent neighbor of Bruce Randolph School with the opening of its three buildings at the National Western Center in 2022.

Sen. Nancy Todd, Chair  
Sen. Jeff Bridges  
Sen. Jack Tate

Rep. Jonathan Singer, Vice-Chair  
Rep. Mark Baisley  
Rep. Brianna Titone



## Joint Technology Committee

State Capitol Building, Room 029  
Denver, Colorado 80203-1784  
(303) 866-3521



February 25, 2019

Senator Dominick Moreno  
Chair, Joint Budget Committee  
200 East 14<sup>th</sup> Avenue, Third Floor  
Denver, Colorado 80203

Dear Senator Moreno,

On February 22, 2019, the Joint Technology Committee (JTC) voted to revisit the prioritized IT capital recommendation it made to the Joint Budget Committee during its meeting on February 19, 2019. A revised priority list is included as Attachment A, for your reference. A General Fund transfer of \$19.1 million is necessary to fully fund the JTC's revised recommendation for FY 2019-20.

The committee made the following changes to its priority recommendation:

1. Revises the total project funding request for CSU-Pueblo to \$1.3 million for FY 2019-20, with the goal of having the original \$4.3 million request phased over two years.
2. Fully fund all projects in tiers 4 and 5, in addition to the projects in tiers 1 through 3 that were originally recommended for funding, to address the JTC's commitment to fund higher education priorities.

If you have any questions or concerns about the JTC's recommendations, please call Luisa Altmann, Legislative Council Staff, at 303-866-3518.

Sincerely,

A handwritten signature in black ink, appearing to read "Senator Nancy Todd".

Senator Nancy Todd, Chair

## Revised FY 2019-20 Information Technology Capital Budget Recommendation

*Listed in JTC priority order*

JTC Priority	OSP Priority	Agency	Project Title	Project Type	Capital Construction Fund	Cash Funds	Federal Funds	Total	Outyear Cost?
<b>Recommended for funding</b>									
<i>Cash-funded projects</i>									
1	5	Labor and Employment	COSTIS System Replacement	New	\$0	\$2,785,277	\$0	\$2,785,277	No
2	7	Personnel and Administration	CARS System Replacement	New	0	1,625,610	0	\$1,625,610	No
<b>Subtotal, Cash-Funded Projects Recommended for Funding by JTC</b>					<b>\$0</b>	<b>\$4,410,887</b>	<b>\$0</b>	<b>\$4,410,887</b>	
<b>Tier 1</b>									
3	1	Human Services	Joint Agency Interoperability	Continuation (5/5)	2,320,949	0	0	\$2,320,949	No
4	4	Office of eHealth Innovation	Health IT Roadmap Initiatives	Continuation (2/3)	1,150,833	0	10,357,500	\$11,508,333	Yes
<b>Tier 2</b>									
5	3	Office of Information Technology	Data Center Strategic IT Infrastructure Needs	Continuation (2/2)	5,264,000	0	0	\$5,264,000	No
6	49*	Otero Junior College	Technology and Communications Upgrades	Previously requested	475,000	75,000	0	\$550,000	Yes
7	53*	Lamar Community College	Technology Infrastructure	Previously requested	570,422	15,000	0	\$585,422	No
8	8	History Colorado	OAHF Database and Systems Modernization	New	393,026	125,000	0	\$518,026	No
<b>Tier 3</b>									
9	52*	Community College of Aurora	Improving Student Access to Technology	New	475,061	52,784	0	\$527,845	No
10	56*	Trinidad State Junior College	Technology Infrastructure	Previously requested	636,846	0	0	\$636,846	No
11	2	Human Services	Colorado Crisis System Enhancements	New	1,590,225	0	0	\$1,590,225	No
12	6	Public Safety	CCIB System Replacement	New	2,205,000	0	0	\$2,205,000	No
<b>Tier 4</b>									
13	50*	University of Northern Colorado	Secure Cyber Network	New	1,488,706	0	0	\$1,488,706	No
14	59*	CSU-Ft. Collins	Network Refresh and Upgrade	New	724,590	0	0	\$724,590	Yes
<b>Tier 5</b>									
15	57*	Pikes Peak Community College	Campus Emergency Notification and Power	Previously requested	524,865	0	0	\$524,865	No
16	58*	CSU-Pueblo	Communications System Upgrades	New	1,300,067	0	0	\$1,300,067	Yes
<b>Subtotal, State-Funded Projects Recommended for Funding by JTC</b>					<b>\$19,119,590</b>	<b>\$267,784</b>	<b>\$10,357,500</b>	<b>\$29,744,874</b>	
<b>Grand Total, Projects Recommended for Funding by JTC</b>					<b>\$19,119,590</b>	<b>\$4,678,671</b>	<b>\$10,357,500</b>	<b>\$34,155,761</b>	

\*Prioritized for funding alongside other non-information technology higher education capital construction projects, which are considered by the Capital Development Committee.

The Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

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Approved

**MATTERS FOR ACTION:**

The Board of Governors of the Colorado State University System (Board) approval of the revisions to the CSU naming policy and the CSU-Pueblo naming policy.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the attached Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces at Colorado State University.

FURTHER MOVED, that the Board of Governors approve the attached Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces at Colorado State University-Pueblo.

**EXPLANATION PRESENTED BY:** Dr. Tony Frank, President, Colorado State University; and Dr. Timothy Mottet, President, Colorado State University-Pueblo.

In accordance with past and current Board policy and consistent with the Board's authority, the Board has final approval of institutional naming policies. The purpose of these policies is to address the naming of administrative units (colleges, schools, departments, research units, centers, institutes, special units), facilities, and interior and exterior spaces to recognize a particular individual(s) or organization(s). These policies and guidelines were developed to create consistency and offer parameters for the naming process.

In May 2013, the Board approved CSU's updated Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces. Similarly, in October 2013, the Board approved CSU-Pueblo's updated Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces. The most recent updated naming policies and procedures for CSU and CSU-Pueblo are presented for the Board's approval. These policies have been approved by the institutions, including the respective university naming committee.



The Board of Governors of the  
Colorado State University System  
Meeting Date: May 7-8, 2019  
Action Item

The changes to the CSU naming policy include the following:

- (1) updated guidelines for membership in the university naming committee;
- (2) acknowledgment that a unit or facility may be named for a donor's designee or honoree, not simply the donor or the donor's family;
- (3) clarification that any changes to an existing naming must follow the same approval process as the original naming;
- (4) guidelines for the naming of trees, benches or commemorative bricks, as well as street or alley names; and
- (5) additional guidelines and procedures for honorary namings and in-kind namings.

The changes to the CSU-Pueblo naming policy include the following:

- (1) updated guidelines for membership in the university naming committee;
- (2) guidelines for naming opportunities for impactful gifts to the university;
- (3) guidelines for using a portion of a gift for a college endowment; and
- (4) guidance in determining the amount of a donation for a particular naming, including namings less than \$250,000.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

# Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces and Fixtures at Colorado State University

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## Section 1: Overview and History

### I. Purpose

The purpose of these Guidelines is to address the naming of administrative units (colleges, schools, departments, research units, centers, institutes, special units), facilities, as well as interior and exterior spaces and fixtures (such as memorial or commemorative trees, benches or plaques) to recognize a particular individual(s) or organization(s). These Guidelines were developed to create consistency and offer parameters for the naming process.

These Guidelines are not intended to address the naming of facilities for the sole purpose of mapping or locating the facility on campus, which authority rests with Facilities Management Services. To address the naming of academic programs for pedagogical purposes, the process and authority is addressed in the Academic Faculty and Administrative Professional Manual, Section C.2.2

Prior to approval of this policy, there was a policy entitled “Honorary Degree Guidelines and Naming of Facilities Policy and Guidelines” at CSU. The policy and guidelines found herein are intended to replace those guidelines but only to the extent that they address naming of administrative units/facilities/interior and exterior spaces and fixtures. These guidelines are not intended to address the awarding of honorary degrees.

### II. Background

On Aug. 26, 2005, the Colorado State University Board of Governors (BOG) approved a system policy for the approval of named buildings, colleges, departments, facilities, programs, and other major structures. At the conclusion of The Campaign for Colorado State in 2012, a committee of stakeholders was convened, the policy was reviewed and has been amended to address specific issues and enhance the policy. This revised policy document addresses the procedures for Colorado State University staff to follow in recommending a “naming” to the president, chancellor and BOG.

### III. Statement of Policy

All naming proposals are to be submitted to the Vice President for University Advancement (VPUA). The VPUA will forward all honorary and naming gifts valued at \$250,000 and higher to the University Naming Committee (see below). If the president approves the recommendation, the naming proposal will be sent to the BOG for final approval. The VPUA will seek independent approval from the president for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG.

## Section 2: Responsibility

### I. University Naming Committee (UNC):

#### A. Establishment

The University Naming Committee was established in 2013, pursuant with this policy, to serve an advisory role to the president for the naming of administrative units/facilities/interior and exterior spaces and fixtures. The VPUA will direct all honorary naming proposals and those valued at \$250,000 and higher to the UNC.

The value of the naming opportunity and not the actual gift amount to be paid by a donor controls whether the naming opportunity must be directed to the UNC.

- B. Role
1. Review naming proposals for compliance with naming policies, appropriateness, and concurrence with the mission of the institution.
  2. Collaborate with institutional representatives overseeing the facility or program to be named in order to establish support from the primary users and stakeholders.
  3. Recommend formal administrative unit/facility/interior and exterior spaces and fixtures names to the president for his/her review prior to advancing for final approval by the BOG.
- C. Membership  
The VPUA will serve as chair of the UNC.  
Committee – President’s Chief of Staff, Associate Vice President of Facilities Management, Vice President of External Relations, Colorado State University Foundation representative, General Counsel Office representative, Division of Student Affairs representative, Donor Relations and Stewardship representative, a member of the University Advancement Executive Team, a Faculty member (selected by the VPUA in consultation with the Provost ), and Director of Development (selected by the VPUA).
- D. Meetings  
The chair will call meetings as needed with close attention to the BOG meeting schedule.
- E. Term Guidelines for “Selected” Representatives (Faculty Member and Director of Development)  
Each “selected” Representative will be appointed for a two-year term, which is renewable one time at the discretion of the VPUA, chair of the UNC.

### Section 3: Naming Guidelines

#### I. General Guidelines

- A. Administrative units/facilities/interior or exterior spaces and fixtures may be named for:
1. Individuals or organizations, as well as their designees or honorees, that have provided or have caused to be provided a significant contribution toward a project – new construction, major renovation, existing facility, academic and/or nonacademic program.
  2. Retired or deceased faculty or staff members who have provided distinctive service to the University and a) have been deceased for one year or longer; b) have been retired, resigned, or otherwise separated from service of to the University for not less than one year; c) had a long and illustrious career and exemplified values for which Colorado State University stands; and d) brought great credit to the University through major scholarly, professional, or public service. If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply.
  3. Graduates, former students, or individuals who have provided distinctive service to the University and a) had a long and illustrious career and exemplified values for which Colorado State University stands; and b) brought great credit to the University through major scholarly, professional, or public service.

4. Living or deceased persons dedicated to the purpose, nature, and mission of the University who have achieved outstanding distinction through civic, intellectual, or artistic contributions to the development of the city, county, region, state, nation, and/or world.
- B. In gift-generated naming, pledges paid over a period of time, typically no more than five years, are acceptable for current naming of administrative units/facility/interior and exterior spaces and fixtures.
- C. Irrevocable planned gifts may generate current naming if current cash flow considerations are not an issue for the requesting administrative unit/facility/interior and exterior space. These gifts will be credited at their present value, and particular emphasis will be given to the predictability of the long-term value of the irrevocable deferred gift.
- D. The donor may ask that the administrative unit/facility/interior and exterior bear his or her name or the names of family members or other names the donor may wish to honor, subject to the approval by the UNC the president and the BOG. The VPUA will discuss with the president the donor's intent before any commitments are made.
- E. In the event that the facility or administrative unit to be named involves multiple colleges, divisions, or departments, the heads of all associated organizational units must be in agreement on naming opportunities and levels prior to submission to the VPUA and the UNC.
- F. In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Corporate logos as part of naming opportunities are generally prohibited.
- G. If a benefactor or honoree requests a change to the name of an administrative unit/facility/interior or exterior space or fixture (e.g., due to divorce or corporate merger), the UNC will consider the request and make a recommendation to the president, who will forward it to the BOG approval if BOG approval was previously obtained. The approval process for a request to change an existing naming should follow the process used for the original naming. If not all stakeholders agree to the proposed change, the preference is to keep the original naming. If approved, all replacement signage and other related costs shall be at the donor's or honoree's expense.
- H. The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

## II. Specific Guidelines

- A. Naming Administrative Units:
  1. Administrative units naming opportunities may include:
    - a. Academic units – colleges, schools, and departments
    - b. Centers
    - c. Institutes
    - d. Special units
  2. Suggested gift amounts for administrative units
    - a. Determined by the unit's annual total operating budget which is defined by the Office of Budgets - <http://www.budgets.colostate.edu/cdobs.aspx>. As a guideline, the naming gift should be a minimum of three times the annual total operating budget. National ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount; and,

- b. At least three-quarters of the determined value should be placed in an endowment for the benefit of that unit, preferably with a portion of that amount in the form of unrestricted endowment. This is a general guideline and can be adjusted based on Dean, director, and/or donor needs and approved by UNC.
- c. Be substantial and significant, even transformational in nature, enabling the unit to improve its competitiveness or distinction.

B. Naming Facilities:

- 1. Facilities naming opportunities may include:
  - a. New facilities that are to be constructed or acquired
  - b. Existing facilities that are undergoing major or minor renovation
  - c. Existing facilities that are not undergoing renovations
- 2. Suggested gift amounts for facility namings:
  - a. At least half of total project cost for constructing or acquiring new facility
  - b. At least half of total project cost for renovating an existing facility
  - c. At least half of the replacement cost of an existing facility not undergoing renovation as determined by Facilities Management. The guideline is that a portion of these funds would be placed in an unrestricted endowment to benefit the college/unit.
  - d. If the project cost will be greater than \$10 million, the suggested gift amount of half the total project cost is a guideline, but may be adjusted depending upon each individual situation.
- 3. Project cost is determined by square footage of facility to be named multiplied by the cost per square foot.

C. Naming Interior and Exterior Spaces and Fixtures:

- 1. Interior and Exterior naming opportunities may include:
  - a. Interior spaces and fixtures – rooms, laboratories, centers, or areas within new, existing or renovated facilities.
  - b. Exterior spaces and fixtures – quadrangles, gardens, recreation fields, water features, walking/biking paths, benches, trees, etc.
- 2. Donors must provide at least half of project cost determined by the square footage of the area to be named multiplied by the cost per square foot, or if appropriate under the circumstances, by a similar method of project cost estimation.
- 3. Trees, Benches, Commemorative Bricks or other tangible Outdoor Objects. Naming opportunities for a tree or bench (which includes a plaque), brick or any other tangible outdoor object on campus, including the placement of any such items on campus, will be managed by Donor Relations, in coordination with Facilities Management, in accordance with these guidelines, and are subject to review and approval by the VPUA and the UNC.
  - a. All persons requesting to have memorial or commemorative trees, benches, bricks or other outdoor objects on campus must be approved by the University, and the University reserves the right to decline any such requests for any reason deemed appropriate by the University.
  - b. All requests to have a memorial or commemorative tree, bench or plaque on campus – whether the item is presently on campus or would be added – must be submitted to Donor

- Relations using the appropriate CSU Memorial Tree or Bench Form. Upon receipt of any such request, Donor Relations will consult with Facilities Management.
- c. Donor Relations, in consultation with Facilities Management, will establish minimum gift levels for trees, benches, plaques or other outdoor objects, and those gift levels may be adjusted from time-to-time, as appropriate. The minimum gift levels should cover any purchase, installation, maintenance and replacement costs of the item. Upon agreement by VPUA and Facilities Management, donor funds in excess of the minimum gift levels may be placed in a Facilities Management account designated for the maintenance of memorial or commemorative trees, benches, plaques or other outdoor objects. Trees, benches or plaques will not be ordered or installed until all appropriate funds are received.
  - d. Before implementation, the plan for any commemorative brick campaign or commemorative brick placement opportunities must be presented in advance to Donor Relations and the VPUA for approval. Donor Relations may develop guidelines for commemorative brick campaigns or placement opportunities on campus.
  - e. Donor Relations, in consultation with Facilities Management, will work with the requestor or donor to select an appropriate tree, bench or plaque from a university-approved list of items. Donor Relations, working in consultation with Facilities Management and the requestor or donor, will determine the appropriate location for any tree or bench, as well as the appropriate location, size and wording for any plaque. Although the University reserves the right to make any final decision, whenever possible, the University will try to take into consideration the donor's wishes with respect to the location or type of planting, bench or other installation.
  - f. Donor Relations will obtain the necessary background information regarding the individual or organization that is making the request and the individual or organization that is to be honored (if different). Any individuals or organizations to be honored are subject to the same standards and requirements as any other naming.
  - g. Memorial or commemorative trees, benches, plaques, bricks or other outdoor objects are received as gifts to the University, and once received become the property of the University.
  - h. The duration of any memorial or commemorative tree, bench, plaque, brick or other outdoor object is subject to the same limitations as any other naming, including those limitations set forth in Section 4 herein. Also, the University will strive to retain or replace a memorial or commemorative tree or bench during its useful life or for a period of not less than fifteen (15) years, whichever is shorter, and during that time, if a tree is lost due to disease or other natural causes or a bench is damaged, the University will take reasonable efforts to replace the tree or bench. University will provide the same level of maintenance and care for memorial or commemorative trees, benches,



plaques or other outdoor objects as other comparable University assets and may be relocated at a future date due to changing University needs.

4. Street or Alley Names.

The naming of a street, alley, or similar thoroughfare on campus for an honorary naming or for donative recognition must follow the same approval process for a naming with a gift or contribution, specifically the steps set forth in Section 5 of the policy and guidelines.

### III. Public Recognition Guidelines for Internal Entities

- A. CSU Centers, Units, Institutes, etc. that make an internal transfer of funds – outside their own facilities – can receive public recognition for their contributions, just like donors who contribute private dollars, if they meet all of the criteria:
1. The Center/Unit/Institute would have to have 50% or greater of its budget be independently created.
  2. The internal transfer of funds in question would have to be 20% or greater of the overall cost of the project.
  3. The public recognition cannot take away – or replace – a naming opportunity from a private donation from an independent entity.
  4. In-kind contributions do not qualify for public recognition.

### IV. Recognition for the University Facility Fee Advisory Board (UFFAB)

- A. The University Facility Fee Advisory Board (UFFAB) will receive recognition for their contribution towards a project; if the project receiving funding meets all of the following criteria:
1. The project is either a new building or addition; it cannot be a remodel.
  2. The total UFFAB contribution to the funding of the building was over \$1 million.
  3. A significant percentage of the project's budget was funded by the University Facility Fee.

### V. Estate Gift Namings

- A. Namings that come about from an estate gift will receive recognition if naming request meets the following criteria:
1. Proper documentation in Estate of donor intent for said naming;
  2. If proper documentation was not secured prior to donor's passing; the Director of Development (DoD) must secure Executor agreement on the naming through written documentation – letter or email will be accepted.
  3. Once proper documentation is secured – either in Estate documentation or via Executor agreement; only internal signatures from Vice President for University Advancement (VPUA) and University President are required. The donor's family, next of kin or Executor do not need to sign the naming MOU.

### VI. Honorary Namings (Without an Associated Gift or Contribution)

An honorary naming that does not include a contribution or gift component associated with the naming of any facility or exterior or interior space or fixture must follow the same process for a naming with a gift or contribution, specifically the steps set forth in Section 5 of this policy and guidelines. In addition, any individual or unit that may be considering an honorary naming should first consult with the VPUA to discuss the potential honorary naming, as well as any possible fundraising opportunities, including the possibility of third-party donors who might support such an

honorary naming. Also, honorary namings are subject to the requirements stated in Section 3 of this policy, including the following limitations: honorary namings are limited to retired or deceased faculty or staff members who have provided distinctive service to the University and a) have either been deceased for one year or longer and have been retired, resigned or otherwise separated from service to the University for not less than one year; b) had a long and illustrious career and exemplified values for which Colorado State University stands; and c) brought great credit to the University through major scholarly, professional, or public service. In addition, at the University's sole discretion, an honorary naming may be combined with another naming for the same facility or space, and the honorary naming may be modified or terminated at any time and for any reason.

## VII. In-Kind Naming

In-kind gifts may be eligible to receive certain naming recognition, if the gift and naming request meets these additional criteria:

1. Equipment and Material Gifts. In-kind gifts of equipment, materials, or other tangible items to the university (i.e., donated construction materials) are eligible for a naming opportunity provided the unit or department that receives and utilizes the equipment or material verifies that (a) the equipment or material serves an academic, research, or other purpose of the university, and (b) avoids the need for an expenditure for similar equipment or material.
2. Software. Software gifts to the university may be eligible for a naming, provided the unit or department that receives and utilizes the software verifies that (a) the software serves an academic, research, or other purpose of the university, and (b) avoids the need for an expenditure for a similar software product. The value of any naming from a gift of software is limited to the fair market value of a similar license agreement for such software and the term of any naming cannot exceed ten (10) years. A gift of software is eligible for a naming in perpetuity, as defined in and subject to the limitations set forth herein, if the software gift is also paired with a cash gift of at least fifty percent (50%) of the relevant naming requirement.
3. Service. In-kind gifts in the form of donated service to the university may be eligible for a naming, provided the unit or department that receives the benefit of the in-kind service verifies that (a) the service fulfills an academic, research, or other purpose or need of the university, and (b) avoids the need for an expenditure to obtain that same or similar service. An in-kind service gift must follow applicable state and university rules and processes, including those governing capital construction and procurement.
4. Form: Valuation. For any naming opportunity associated with an in-kind gift the value of the in-kind gift must be properly established and validated to the satisfaction of the UNC, and an In-Kind Gift Transmittal Form must be submitted and approved by the UNC.

## Section 4: Duration of Namings

There are two different options for the duration of administrative unit/facility/interior and exterior space and fixture namings – perpetuity and term.

### I. Perpetuity

- A. Perpetuity is defined by the useful life determination provided by Facilities Management.
- B. The naming of an administrative unit/facility/interior and exterior space or fixture will be retained in perpetuity, unless:
  1. a change is necessary to continue the appropriate recognition;

2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which case the original donor will be notified in advance;
3. demolition, replacement, redesignation of purpose, or similar modification to a named facility/administrative unit/interior and exterior space or fixture;
4. the individual for whom the administrative unit, facility, or interior or exterior space or fixture is named falls into disrepute.; or
5. for any other grounds to terminate the naming, as set forth in the agreement with the donor.

## II. Term

- A. In appropriate instances, most often involving a corporate benefactor, an administrative unit/facility/interior and exterior space or fixture naming may be granted for a predetermined fixed term.
  1. The gift agreement should clearly specify the period of time for which the facility or unit will be named.
  2. Term namings are limited to terms of 10, 15, or 25 years. A 5 year option is permissible for naming administrative units.
  3. Term namings are based on useful life of the named facility, typically, 50 years. Facilities Management will determine the useful life of the facility.
  4. The term naming gift is factored over the specified term to generate at least the 50 percent or greater guideline over the useful life of the facility.
  5. The subsequent term values will be determined once the initial term naming is established. The initial term value is determined by dividing the useful life of the facility by the term. The perpetual naming value is then divided by that number.
  6. Subsequent term values are determined by the Future Value of Money formula – interest rate multiplied by years since initial naming established multiplied by initial naming cost, plus initial naming cost.
  7. These guidelines can be adjusted by the UNC to determine appropriate naming terms.
- B. The naming of an administrative unit/facility/interior and exterior space or fixture will be retained for its predetermined term, unless:
  1. a change is necessary to continue the appropriate recognition;
  2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which the donor will be notified in advance;
  3. demolition, replacement, redesignation of purpose or similar modification to a named facility/administrative unit/exterior or interior space or fixture;
  4. the individual for whom the administrative unit, facility or interior and exterior space or fixture is named falls into disrepute.; or
  5. for any other grounds to terminate the naming, as set forth in the agreement with the donor.

*Example:*

*Facility with: 50-year useful life  
\$10 million naming value  
10-year terms  
Established 2013*

*Initial 10-year term naming would be \$2 million – 50-year useful life divided by 10-year term = 5 divided into \$10 million = \$2 million.*

*In 2023, a 10-year term naming would be \$2.6 million determined by Future Value of Money formula – Interest rate (3%)  $\times$  years (10)  $\times$  Present value (\$2 million) + Present value \$2 million = \$2.6 million.*

*In 2033, a 10-year term would be \$3.2 million (3%  $\times$  20  $\times$  \$2 million + \$2 million = \$3.2 million)*

*In 2043, a 10-year term would be \$3.8 million*

*In 2053, a 10-year term would be \$4.4 million*

*Total value of term naming would be \$16 million.*

## **Section 5: Naming Process:**

### **Step 1:**

College/unit generates a list of naming opportunities based on criteria set forth in this policy and submits to VPUA. VPUA will keep a master list of all campus naming opportunities – both available and already named.

If the naming gift meets the guidelines/criteria, gift negotiations are allowed to be conducted with individual or organization in parallel with this process. However, to ensure clear communication, the proposing college/unit must inform VPUA of ongoing conversation around naming gift. Likewise, any honorary naming that may not include an associated gift or contribution component must be submitted to the VPUA before any negotiations with the individual.

If the potential naming gift does NOT meet the guidelines/criteria set forth in this document, the naming proposal must be submitted PRIOR to gift negotiations with the individual or organization.

### **Step 2:**

Naming request shall be made in the form of a written proposal. The proposing unit develops the proposal for submittal. The proposal must list the reason for the request, justification of the naming in accordance with the policy and guidelines/criteria, and the amount of any donation or description of service or contribution that would accompany approval of the naming proposal. A submitted proposal triggers a background check to be completed by the DAIS research team.

If the naming is an honorary naming or one valued at \$250,000 or higher, the proposal must be presented to the VPUA for review by UNC.

If the naming is less than \$250,000, the proposal is submitted directly to VPUA who will review, recommend, and seek presidential approval directly.

The UNC will also review all individual honorary naming requests that have been approved and submitted by the Physical Development Committee (PDC) for physical spaces or ways and means on campus. These honorary requests for individuals only will then follow the same approval steps as other honorary namings, including a background check and formal proposal presented to the VPUA for review by UNC.

### **Step 3:**

In reviewing the naming opportunity, the UNC will assess: (a) the relationship of the individual or organization to the institution; (b) the amount of the donation or value of the contribution; (c) an assessment of the donor's financial situation and

the likelihood of fulfilling the pledge, if a donation is given partly as a pledge; (d) character of the donor; (e) potential for additional gifts or contributions from the donor; and (f) possible academic enhancement to the institution as a result of the donation.

**Step 4**

The UNC will make a recommendation for approval to the president. A denial by the president is final. VPUA will notify the appropriate college/unit of the president's recommendation. If the president approves the request, the UNC will submit the formal naming proposal for review by the chancellor, pursuant to CSU System and University policy, and forward to the BOG for consideration.

**Step 5:**

At the next scheduled BOG meeting, the naming proposal will be presented and the BOG will make a decision. If proposal is approved, president and VPUA will sign the Naming Policy Agreement along with other needed documentation (MOU, gift/fund agreement). The VPUA's office will send executed documents to the proposing college/unit.

**Step 6:**

The college/unit will finalize documentation with all parties and work with campus entities to develop appropriate recognition and announcement.

*Revised: May 8, 2019*

## Policy and Guidelines Governing the Naming of Administrative Units/Facilities/Interior and Exterior Spaces and Fixtures at Colorado State University

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### Section 1: Overview and History

#### I. Purpose

The purpose of these Guidelines is to address the naming of administrative units (colleges, schools, departments, research units, centers, institutes, special units), facilities, as well as interior and exterior spaces and fixtures (such as memorial or commemorative trees, benches or plaques) to recognize a particular individual(s) or organization(s). These Guidelines were developed to create consistency and offer parameters for the naming process.

These Guidelines are not intended to address the naming of facilities for the sole purpose of mapping or locating the facility on campus, which authority rests with Facilities Management Services. To address the naming of academic programs for pedagogical purposes, the process and authority is addressed in the Academic Faculty and Administrative Professional Manual, Section C.2.2

Prior to approval of this policy, there was a policy entitled “Honorary Degree Guidelines and Naming of Facilities Policy and Guidelines” at CSU. The policy and guidelines found herein are intended to replace those guidelines but only to the extent that they address naming of administrative units/facilities/interior and exterior spaces and fixtures. These guidelines are not intended to address the awarding of honorary degrees.

#### II. Background

On Aug. 26, 2005, the Colorado State University Board of Governors (BOG) approved a system policy for the approval of named buildings, colleges, departments, facilities, programs, and other major structures. At the conclusion of The Campaign for Colorado State in 2012, a committee of stakeholders was convened, the policy was reviewed and has been amended to address specific issues and enhance the policy. This revised policy document addresses the procedures for Colorado State University staff to follow in recommending a “naming” to the president, chancellor and BOG.

#### III. Statement of Policy

All naming proposals are to be submitted to the Vice President for University Advancement (VPUA). The VPUA will forward all honorary and naming gifts valued at \$250,000 and higher to the University Naming Committee (see below). If the president approves the recommendation, the naming proposal will be sent to the BOG for final approval. The VPUA will seek independent approval from the president for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG.

### Section 2: Responsibility

#### I. University Naming Committee (UNC):

##### A. Establishment

The University Naming Committee was established in 2013, pursuant with this policy, to serve an advisory role to the president for the naming of administrative units/facilities/interior and exterior spaces and fixtures. The VPUA will direct all honorary naming proposals and those valued at \$250,000 and higher to the UNC.



The value of the naming opportunity and not the actual gift amount to be paid by a donor controls whether the naming opportunity must be directed to the UNC.

B. Role

1. Review naming proposals for compliance with naming policies, appropriateness, and concurrence with the mission of the institution.
2. Collaborate with institutional representatives overseeing the facility or program to be named in order to establish support from the primary users and stakeholders.
3. Recommend formal administrative unit/facility/interior and exterior spaces and fixtures names to the president for his/her review prior to advancing for final approval by the BOG.

C. Membership

The VPUA will serve as chair of the UNC.

Committee – President’s Chief of Staff, [Associate Vice President of Facilities Management](#), Vice President of External Relations, Colorado State University Foundation representative, General Counsel Office representative, [Division of Student Affairs representative](#), [Donor Relations and Stewardship representative](#), [a member of the University Advancement Executive Team](#), a Faculty member [\(selected by the VPUA in consultation with the Provost\)](#), and Director of Development (selected by the VPUA).

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D. Meetings

The chair will call meetings as needed with close attention to the BOG meeting schedule.

E. Term Guidelines for “Selected” Representatives (Faculty Member and Director of Development)

Each “selected” Representative will be appointed for a two-year term, which is renewable one time at the discretion of the VPUA, chair of the UNC.

### Section 3: Naming Guidelines

#### I. General Guidelines

A. Administrative units/facilities/interior or exterior spaces and fixtures may be named for:

1. Individuals or organizations, as well as their designees or honorees, that have provided or have caused to be provided a significant contribution toward a project – new construction, major renovation, existing facility, academic and/or nonacademic program.
2. Retired or deceased faculty or staff members who have provided distinctive service to the University and a) have been deceased for one year or longer; b) have been retired, resigned, or otherwise separated from service of to the University for not less than one year; c) had a long and illustrious career and exemplified values for which Colorado State University stands; and d) brought great credit to the University through major scholarly, professional, or public service. If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply.
3. Graduates, former students, or individuals who have provided distinctive service to the University and a) had a long and illustrious career and exemplified values for which Colorado State University stands; and b) brought great credit to the University through major scholarly, professional, or public service.

4. Living or deceased persons dedicated to the purpose, nature, and mission of the University who have achieved outstanding distinction through civic, intellectual, or artistic contributions to the development of the city, county, region, state, nation, and/or world.
- B. In gift-generated naming, pledges paid over a period of time, typically no more than five years, are acceptable for current naming of administrative units/facility/interior and exterior spaces and fixtures.
  - C. Irrevocable planned gifts may generate current naming if current cash flow considerations are not an issue for the requesting administrative unit/facility/interior and exterior space. These gifts will be credited at their present value, and particular emphasis will be given to the predictability of the long-term value of the irrevocable deferred gift.
  - D. The donor may ask that the administrative unit/facility/interior and exterior bear his or her name or the names of family members or other names the donor may wish to honor, subject to the approval by the UNC the president and the BOG. The VPUA will discuss with the president the donor's intent before any commitments are made.
  - E. In the event that the facility or administrative unit to be named involves multiple colleges, divisions, or departments, the heads of all associated organizational units must be in agreement on naming opportunities and levels prior to submission to the VPUA and the UNC.
  - F. In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Corporate logos as part of naming opportunities are generally prohibited.
  - G. If a benefactor or honoree requests a change to the name of an administrative unit/facility/interior or exterior space or fixture (e.g., due to divorce or corporate merger), the UNC will consider the request and make a recommendation to the president, who will forward it to the BOG approval if BOG approval was previously obtained. The approval process for a request to change an existing naming should follow the process used for the original naming. If not all stakeholders agree to the proposed change, the preference is to keep the original naming. If approved, all replacement signage and other related costs shall be at the donor's or honoree's expense.
  - H. The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

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## II. Specific Guidelines

- A. Naming Administrative Units:
  1. Administrative units naming opportunities may include:
    - a. Academic units – colleges, schools, and departments
    - b. Centers
    - c. Institutes
    - d. Special units
  2. Suggested gift amounts for administrative units
    - a. Determined by the unit's annual total operating budget which is defined by the Office of Budgets - <http://www.budgets.colostate.edu/cdobs.aspx>. As a guideline, the naming gift should be a minimum of three times the annual total operating budget. National ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount; and,

- b. At least three-quarters of the determined value should be placed in an endowment for the benefit of that unit, preferably with a portion of that amount in the form of unrestricted endowment. This is a general guideline and can be adjusted based on Dean, director, and/or donor needs and approved by UNC.
- c. Be substantial and significant, even transformational in nature, enabling the unit to improve its competitiveness or distinction.

B. Naming Facilities:

- 1. Facilities naming opportunities may include:
  - a. New facilities that are to be constructed or acquired
  - b. Existing facilities that are undergoing major or minor renovation
  - c. Existing facilities that are not undergoing renovations
- 2. Suggested gift amounts for facility namings:
  - a. At least half of total project cost for constructing or acquiring new facility
  - b. At least half of total project cost for renovating an existing facility
  - c. At least half of the replacement cost of an existing facility not undergoing renovation as determined by Facilities Management. The guideline is that a portion of these funds would be placed in an unrestricted endowment to benefit the college/unit.
  - d. If the project cost will be greater than \$10 million, the suggested gift amount of half the total project cost is a guideline, but may be adjusted depending upon each individual situation.
- 3. Project cost is determined by square footage of facility to be named multiplied by the cost per square foot.

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C. Naming Interior and Exterior Spaces and Fixtures:

- 1. Interior and Exterior naming opportunities may include:
  - a. Interior spaces and fixtures – rooms, laboratories, centers, or areas within new, existing or renovated facilities.
  - b. Exterior spaces and fixtures – quadrangles, gardens, recreation fields, water features, walking/biking paths, benches, trees, etc.
- 2. Donors must provide at least half of project cost determined by the square footage of the area to be named multiplied by the cost per square foot, or if appropriate under the circumstances, by a similar method of project cost estimation.
- 3. Trees, Benches, Commemorative Bricks or other tangible Outdoor Objects. Naming opportunities for a tree or bench (which includes a plaque), brick or any other tangible outdoor object on campus, including the placement of any such items on campus, will be managed by Donor Relations, in coordination with Facilities Management, in accordance with these guidelines, and are subject to review and approval by the VPUA and the UNC.
  - a. All persons requesting to have memorial or commemorative trees, benches, bricks or other outdoor objects on campus must be approved by the University, and the University reserves the right to decline any such requests for any reason deemed appropriate by the University.
  - b. All requests to have a memorial or commemorative tree, bench or plaque on campus – whether the item is presently on campus or would be added – must be submitted to Donor

- Relations using the appropriate CSU Memorial Tree or Bench Form. Upon receipt of any such request, Donor Relations will consult with Facilities Management.
- c. Donor Relations, in consultation with Facilities Management, will establish minimum gift levels for trees, benches, plaques or other outdoor objects, and those gift levels may be adjusted from time-to-time, as appropriate. The minimum gift levels should cover any purchase, installation, maintenance and replacement costs of the item. Upon agreement by VPUA and Facilities Management, donor funds in excess of the minimum gift levels may be placed in a Facilities Management account designated for the maintenance of memorial or commemorative trees, benches, plaques or other outdoor objects. Trees, benches or plaques will not be ordered or installed until all appropriate funds are received.
  - d. Before implementation, the plan for any commemorative brick campaign or commemorative brick placement opportunities must be presented in advance to Donor Relations and the VPUA for approval. Donor Relations may develop guidelines for commemorative brick campaigns or placement opportunities on campus.
  - e. Donor Relations, in consultation with Facilities Management, will work with the requestor or donor to select an appropriate tree, bench or plaque from a university-approved list of items. Donor Relations, working in consultation with Facilities Management and the requestor or donor, will determine the appropriate location for any tree or bench, as well as the appropriate location, size and wording for any plaque. Although the University reserves the right to make any final decision, whenever possible, the University will try to take into consideration the donor's wishes with respect to the location or type of planting, bench or other installation.
  - f. Donor Relations will obtain the necessary background information regarding the individual or organization that is making the request and the individual or organization that is to be honored (if different). Any individuals or organizations to be honored are subject to the same standards and requirements as any other naming.
  - g. Memorial or commemorative trees, benches, plaques, bricks or other outdoor objects are received as gifts to the University, and once received become the property of the University.
  - h. The duration of any memorial or commemorative tree, bench, plaque, brick or other outdoor object is subject to the same limitations as any other naming, including those limitations set forth in Section 4 herein. Also, the University will strive to retain or replace a memorial or commemorative tree or bench during its useful life or for a period of not less than fifteen (15) years, whichever is shorter, and during that time, if a tree is lost due to disease or other natural causes or a bench is damaged, the University will take reasonable efforts to replace the tree or bench. University will provide the same level of maintenance and care for memorial or commemorative trees, benches,

plaques or other outdoor objects as other comparable University assets and may be relocated at a future date due to changing University needs.

4. Street or Alley Names.

The naming of a street, alley, or similar thoroughfare on campus for an honorary naming or for donative recognition must follow the same approval process for a naming with a gift or contribution, specifically the steps set forth in Section 5 of the policy and guidelines.

### III. Public Recognition Guidelines for Internal Entities

- A. CSU Centers, Units, Institutes, etc. that make an internal transfer of funds – outside their own facilities – can receive public recognition for their contributions, just like donors who contribute private dollars, if they meet all of the criteria:
1. The Center/Unit/Institute would have to have 50% or greater of its budget be independently created.
  2. The internal transfer of funds in question would have to be 20% or greater of the overall cost of the project.
  3. The public recognition cannot take away – or replace – a naming opportunity from a private donation from an independent entity.
  4. In-kind contributions do not qualify for public recognition.

### IV. Recognition for the University Facility Fee Advisory Board (UFFAB)

- A. The University Facility Fee Advisory Board (UFFAB) will receive recognition for their contribution towards a project; if the project receiving funding meets all of the following criteria:
1. The project is either a new building or addition; it cannot be a remodel.
  2. The total UFFAB contribution to the funding of the building was over \$1 million.
  3. A significant percentage of the project's budget was funded by the University Facility Fee.

### V. Estate Gift Namings

- A. Namings that come about from an estate gift will receive recognition if naming request meets the following criteria:
1. Proper documentation in Estate of donor intent for said naming;
  2. If proper documentation was not secured prior to donor's passing; the Director of Development (DoD) must secure Executor agreement on the naming through written documentation – letter or email will be accepted.
  3. Once proper documentation is secured – either in Estate documentation or via Executor agreement; only internal signatures from Vice President for University Advancement (VPUA) and University President are required. The donor's family, next of kin or Executor do not need to sign the naming MOU.

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### VI. Honorary Namings (Without an Associated Gift or Contribution)

An honorary naming that does not include a contribution or gift component associated with the naming of any facility or exterior or interior space or fixture must follow the same process for a naming with a gift or contribution, specifically the steps set forth in Section 5 of this policy and guidelines. In addition, any individual or unit that may be considering an honorary naming should first consult with the VPUA to discuss the potential honorary naming, as well as any possible fundraising opportunities, including the possibility of third-party donors who might support such an

honorary naming. Also, honorary namings are subject to the requirements stated in Section 3 of this policy, including the following limitations: honorary namings are limited to retired or deceased faculty or staff members who have provided distinctive service to the University and a) have either been deceased for one year or longer and have been retired, resigned or otherwise separated from service to the University for not less than one year; b) had a long and illustrious career and exemplified values for which Colorado State University stands; and c) brought great credit to the University through major scholarly, professional, or public service. In addition, at the University's sole discretion, an honorary naming may be combined with another naming for the same facility or space, and the honorary naming may be modified or terminated at any time and for any reason.

## **VII. In-Kind Naming**

In-kind gifts may be eligible to receive certain naming recognition, if the gift and naming request meets these additional criteria:

1. Equipment and Material Gifts. In-kind gifts of equipment, materials, or other tangible items to the university (i.e., donated construction materials) are eligible for a naming opportunity provided the unit or department that receives and utilizes the equipment or material verifies that (a) the equipment or material serves an academic, research, or other purpose of the university, and (b) avoids the need for an expenditure for similar equipment or material.
2. Software. Software gifts to the university may be eligible for a naming, provided the unit or department that receives and utilizes the software verifies that (a) the software serves an academic, research, or other purpose of the university, and (b) avoids the need for an expenditure for a similar software product. The value of any naming from a gift of software is limited to the fair market value of a similar license agreement for such software and the term of any naming cannot exceed ten (10) years. A gift of software is eligible for a naming in perpetuity, as defined in and subject to the limitations set forth herein, if the software gift is also paired with a cash gift of at least fifty percent (50%) of the relevant naming requirement.
3. Service. In-kind gifts in the form of donated service to the university may be eligible for a naming, provided the unit or department that receives the benefit of the in-kind service verifies that (a) the service fulfills an academic, research, or other purpose or need of the university, and (b) avoids the need for an expenditure to obtain that same or similar service. An in-kind service gift must follow applicable state and university rules and processes, including those governing capital construction and procurement.
4. Form; Valuation. For any naming opportunity associated with an in-kind gift the value of the in-kind gift must be properly established and validated to the satisfaction of the UNC, and an In-Kind Gift Transmittal Form must be submitted and approved by the UNC.

## **Section 4: Duration of Namings**

There are two different options for the duration of administrative unit/facility/interior and exterior space and fixture namings – perpetuity and term.

### **I. Perpetuity**

- A. Perpetuity is defined by the useful life determination provided by Facilities Management.
- B. The naming of an administrative unit/facility/interior and exterior space or fixture will be retained in perpetuity, unless:
  1. a change is necessary to continue the appropriate recognition;

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2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which case the original donor will be notified in advance;
3. demolition, replacement, redesignation of purpose, or similar modification to a named facility/administrative unit/interior and exterior space or fixture;
4. the individual for whom the administrative unit, facility, or interior or exterior space or fixture is named falls into disrepute.; or
5. for any other grounds to terminate the naming, as set forth in the agreement with the donor.

## II. Term

- A. In appropriate instances, most often involving a corporate benefactor, an administrative unit/facility/interior and exterior space or fixture naming may be granted for a predetermined fixed term.
  1. The gift agreement should clearly specify the period of time for which the facility or unit will be named.
  2. Term namings are limited to terms of 10, 15, or 25 years. A 5 year option is permissible for naming administrative units.
  3. Term namings are based on useful life of the named facility, typically, 50 years. Facilities Management will determine the useful life of the facility.
  4. The term naming gift is factored over the specified term to generate at least the 50 percent or greater guideline over the useful life of the facility.
  5. The subsequent term values will be determined once the initial term naming is established. The initial term value is determined by dividing the useful life of the facility by the term. The perpetual naming value is then divided by that number.
  6. Subsequent term values are determined by the Future Value of Money formula – interest rate multiplied by years since initial naming established multiplied by initial naming cost, plus initial naming cost.
  7. These guidelines can be adjusted by the UNC to determine appropriate naming terms.
- B. The naming of an administrative unit/ facility/interior and exterior space or fixture will be retained for its predetermined term, unless:
  1. a change is necessary to continue the appropriate recognition;
  2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which the donor will be notified in advance;
  3. demolition, replacement, redesignation of purpose or similar modification to a named facility/administrative unit/interior or exterior space or fixture;
  4. the individual for whom the administrative unit, facility or interior and exterior space or fixture is named falls into disrepute.; or
  5. for any other grounds to terminate the naming, as set forth in the agreement with the donor.

*Example:*

*Facility with: 50-year useful life  
\$10 million naming value  
10-year terms  
Established 2013*

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*Initial 10-year term naming would be \$2 million – 50-year useful life divided by 10-year term = 5 divided into \$10 million = \$2 million.*

*In 2023, a 10-year term naming would be \$2.6 million determined by Future Value of Money formula – Interest rate (3%) × years (10) × Present value (\$2 million) + Present value \$2 million = \$2.6 million.*

*In 2033, a 10-year term would be \$3.2 million (3% × 20 × \$2 million + \$2 million = \$3.2 million)*

*In 2043, a 10-year term would be \$3.8 million*

*In 2053, a 10-year term would be \$4.4 million*

*Total value of term naming would be \$16 million.*

## **Section 5: Naming Process:**

### **Step 1:**

College/unit generates a list of naming opportunities based on criteria set forth in this policy and submits to VPUA. VPUA will keep a master list of all campus naming opportunities – both available and already named.

If the naming gift meets the guidelines/criteria, gift negotiations are allowed to be conducted with individual or organization in parallel with this process. However, to ensure clear communication, the proposing college/unit must inform VPUA of ongoing conversation around naming gift. Likewise, any honorary naming that may not include an associated gift or contribution component must be submitted to the VPUA before any negotiations with the individual.

If the potential naming gift does NOT meet the guidelines/criteria set forth in this document, the naming proposal must be submitted PRIOR to gift negotiations with the individual or organization.

### **Step 2:**

Naming request shall be made in the form of a written proposal. The proposing unit develops the proposal for submittal. The proposal must list the reason for the request, justification of the naming in accordance with the policy and guidelines/criteria, and the amount of any donation or description of service or contribution that would accompany approval of the naming proposal. A submitted proposal triggers a background check to be completed by the DAIS research team. If the naming is an honorary naming or one valued at \$250,000 or higher, the proposal must be presented to the VPUA for review by UNC. If the naming is less than \$250,000, the proposal is submitted directly to VPUA who will review, recommend, and seek presidential approval directly.

The UNC will also review all individual honorary naming requests that have been approved and submitted by the Physical Development Committee (PDC) for physical spaces or ways and means on campus. These honorary requests for individuals only will then follow the same approval steps as other honorary namings, including a background check and formal proposal presented to the VPUA for review by UNC.

### **Step 3:**

In reviewing the naming opportunity, the UNC will assess: (a) the relationship of the individual or organization to the institution; (b) the amount of the donation or value of the contribution; (c) an assessment of the donor's financial situation and

the likelihood of fulfilling the pledge, if a donation is given partly as a pledge; (d) character of the donor; (e) potential for additional gifts or contributions from the donor; and (f) possible academic enhancement to the institution as a result of the donation.

**Step 4**

The UNC will make a recommendation for approval to the president. A denial by the president is final. VPUA will notify the appropriate college/unit of the president's recommendation. If the president approves the request, the UNC will submit the formal naming proposal for review by the chancellor, pursuant to CSU System and University policy, and forward to the BOG for consideration.

**Step 5:**

At the next scheduled BOG meeting, the naming proposal will be presented and the BOG will make a decision. If proposal is approved, president and VPUA will sign the Naming Policy Agreement along with other needed documentation (MOU, gift/fund agreement). The VPUA's office will send executed documents to the proposing college/unit.

**Step 6:**

The college/unit will finalize documentation with all parties and work with campus entities to develop appropriate recognition and announcement.

| Revised: May 8, 2019

# CSU-PUEBLO POLICY: NAMING RIGHTS POLICY

## **Policy Statement:**

All naming proposals are to be submitted to the Vice President for Finance and Administration (VPFA). The VPFA will forward all honorary, impactful and naming gifts valued at \$250,000 and higher to the University Naming Committee (see below) which will forward both positive and negative recommendations to the president within 30 days. If the president approves the recommendation, the naming proposal will be sent to the Board of Governors (BOG) for formal approval. The VPFA will seek independent approval from the President for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG. The University will endeavor to maintain consistency in gift levels required for naming while at the same time recognizing that different constituencies may have different giving capacities and that projects vary in regard to visibility and perceived prestige.

## **Section 1: Responsibility**

### **I. University Naming Committee (UNC):**

#### **A. Establishment**

The University Naming Committee was established in 2013 pursuant with this policy, to serve an advisory role to the president for the naming of administrative units/facilities/interior and exterior spaces. The VPFA will direct all honorary naming proposals, impactful gift proposals and those valued at \$250,000 and higher to the UNC.

#### **B. Role**

1. Review naming proposals for compliance with naming policies, appropriateness, and concurrence with the mission of the institution.
2. Collaborate with institutional representatives overseeing the facility or program to be named in order to establish support from the primary users and stakeholders.
3. Recommend formal administrative units/ facility/interior and exterior space names to the president for their review prior to advancing for final approval by the BOG.

#### **C. Membership**

The VPFA will serve as chair of the UNC.  
Committee- President's Chief of Staff, Associate Vice-President of Facilities Management, Executive Director of Marketing, Communications and Community Relations, Colorado State University Pueblo Foundation representative, Deputy General Counsel, and a Faculty member selected by the President.

## D. Meetings

The chair will call meetings as needed with close attention to the BOG meeting schedule.

## Section 2: Naming Guidelines

### General Guidelines

A. Administrative units/facilities/interior or exterior spaces may be named for the following:

1. Individuals or organizations that have provided or have caused to be provided a significant contribution toward a project - new construction, major renovation, existing facility, academic and/or nonacademic program.
2. Individuals or organizations that have made impactful gifts to the University. An impactful gift may include any of the following qualities:
  - a. Enhances the student experience;
  - b. Enrich affordability and accessibility;
  - c. Provide an enhanced work environment;
  - d. Serves educational needs of the community;
  - e. Promotes, cultivates, and encourages the stewardship of community partners.
3. Retired or deceased faculty or staff members who have provided distinctive service to the University and a) have been deceased for one year or longer; or b) have been retired, resigned, or otherwise separated from service of to the University for not less than one year; or c) had a long and illustrious career and exemplified values for which Colorado State University-Pueblo stands; and, d) brought great credit to the University through major scholarly, professional, or public service. If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply.
4. Graduates, former students, or individuals who have provided distinctive service to the University and a) had a long and illustrious career and exemplified values for which Colorado State University-Pueblo stands; and b) brought great credit to the University through major scholarly, professional, or public service.
5. Living or deceased persons dedicated to the purpose, nature, and mission of the University who have achieved outstanding distinction through civic, intellectual, or artistic contributions to the development of the city, county, region, state, nation, and/or world.

- B. In gift-generated naming, pledges paid over a period of time, typically no more than five years, are acceptable for current naming of administrative units/facility/interior and exterior spaces.
- C. Irrevocable planned gifts may generate current naming if current cash flow considerations are not an issue for the requesting administrative unit/facility/interior and exterior space. These gifts will be credited at their present value, and particular emphasis will be given to the predictability of the long-term value of the irrevocable deferred gift.
- D. The donor may ask that the administrative unit/ facility/interior and exterior bear their name or the names of family members or others the donor may wish to honor, subject to the approval by the UNC, the President and the BOG. The VPFA will discuss with the President the donor's intent before any commitments are made.
- E. In the event that the facility or administrative unit to be named involves multiple colleges, divisions, or departments, the heads of all associated organizational units must make a recommendation on naming opportunities and levels prior to submission to the VPFA and the UNC.
- F. In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Corporate logos as part of naming opportunities are generally prohibited.
- G. If a benefactor or honoree requests a change to the name of an administrative unit/facility/interior or exterior space (e.g. due to divorce or corporate merger), the UNC will consider the request and make a recommendation to the President, who will forward it to the BOG for approval. If approved, all replacement signage and other related costs shall be at the donor's or honoree's expense.
- H. The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

## **Specific Guidelines**

### **A. Naming Administrative Units:**

1. Administrative units naming opportunities may include:
  - a. Academic units -colleges, schools, and departments;
  - b. Centers;
  - c. Institutes; and
  - d. Special units.



## 2. Suggested gift amounts for administrative units

- a. As a guideline, the naming gift should be a minimum of three times the annual total operating budget. National ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount; and,
- b. A portion of the gift shall be placed in an endowment for the benefit of the specific college, preferably with a portion of that amount in the form of an unrestricted endowment. The President, Provost and the Dean of the college or Director of the department shall determine what the portion will be based on the gift and the needs of the University. or
- c. Be substantially, significant or impactful, even transformational in nature, enabling the college or department to improve its competitiveness or distinction.

## **B. Naming Facilities:**

### 1. Facilities naming opportunities may include:

- a. New facilities that are to be constructed or acquired;
- b. Existing facilities that are undergoing major or minor renovation; or
- c. Existing facilities that are not undergoing renovations;

### 2. Suggested gift amounts for facility namings:

- a. At least half of estimated total project cost for constructing or acquiring new facility;
- b. At least half of estimated total project cost for renovating an existing facility; or
- c. At least half of the estimated replacement cost of an existing facility not undergoing renovation as determined by Facilities Services.

The guideline is that a portion of these funds would be placed in an unrestricted endowment to benefit the college/department.

### 3. Project cost is determined by square footage of facility to be named multiplied by the cost per square foot.

## **C. Naming Interior and Exterior Spaces**

### 1. Interior and Exterior naming opportunities may include:

- a. Interior spaces- rooms, laboratories, centers, or areas within new, existing or renovated facilities.
- b. Exterior spaces- quadrangles, gardens, recreation fields, water features, walking/biking paths, etc.

2. A guideline is that donors provide at least half of the project cost, which is to be determined by the square footage of the area to be named multiplied by the cost per square foot. Discretion may be given to the President for areas that would require a donation of less than \$250,000.

## Section 3: Duration of Namings

There are two different options for the duration of administrative unit /facility/interior and exterior space namings - perpetuity and term.

### I. Perpetuity

A. Perpetuity is defined by the useful life determination provided by Facilities Management.  
 B. The naming of an administrative unit/facility/interior and exterior space will be retained in perpetuity, unless:

1. A change is necessary to continue the appropriate recognition;
2. A major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which case the original donor will be notified in advance;
3. Demolition, replacement, redesignation of purpose, or similar modification to a named facility/administrative unit/ interior and exterior space;
4. The individual or organization for whom the administrative unit, facility, or interior or exterior space is named falls into disrepute; or
5. The BOG takes action to change the name in order to meet the best interests of Colorado State University-Pueblo.

### II. Term

A. In appropriate instances, most often involving a corporate benefactor, an administrative unit/facility/interior and exterior space naming may be granted for a predetermined fixed term.

1. The gift agreement should clearly specify the period of time for which the facility or unit will be named.
2. Term namings are limited to terms of 10, 15, or 25 years. A 5 year option is permissible for naming administrative units.
3. Term namings are based on useful life of the named facility, typically, 50 years. Facilities Management will determine the useful life of the facility.
4. The term naming gift is factored over the specified term to generate at least the 50 percent or greater guideline over the useful life of the facility.
5. The subsequent term values will be determined once the initial term naming is established. The initial term value is determined by dividing the useful life of the facility by the term. The perpetual naming value is then divided by that number.
6. Subsequent term values are determined by the Future Value of Money formula - interest rate multiplied by years since initial naming established multiplied by initial naming cost, plus initial naming cost.

7. These guidelines can be adjusted by the UNC to determine appropriate naming terms.

B. The naming of an administrative unit/facility/ interior and exterior space will be retained for its predetermined term, unless:

1. a change is necessary to continue the appropriate recognition;
2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which the donor will be notified in advance;
3. demolition, replacement, redesignation of purpose or similar modification to a named facility/administrative unit/exterior space;
4. the individual or organization for whom the administrative unit, facility or interior and exterior space is named falls into disrepute; or
5. the BOG takes action to change the name in order to meet the best interests of Colorado State University-Pueblo.

*Example*

*Facility with: 50-year useful life*

*\$10 million naming value*

*10-year terms*

*Established 2013*

*Initial 10-year term naming would be \$2 million - 50-year useful life divided by 10-year term=5 divided into \$10 million = \$2 million.*

*In 2023, a 10 year term naming would be \$2.6 million determined by Future Value of Money formula - Interest rate (3%) x years (10) x Present value (\$2 million) + Present value \$2 million = \$2.6 million.*

*In 2033, a 10-year term would be \$3.2 million (3% x 20 x \$2 million=\$3.2 million)*

*In 2043, a 10-year term would be \$3.8 million*

*In 2053, a 10-year term would be \$4.4 million*

*Total Value of term naming would be \$16 million.*

## **Section 4: Naming Process:**

### **Step 1:**

College/unit generates a list of naming opportunities based on criteria set forth in this policy and submits to VPFA. The VPFA will keep a master list of all campus naming opportunities - both available and already named.

If the naming gift meets the guidelines/ criteria, gift negotiations are allowed to be conducted with individual or organization in parallel with this process. However, to ensure clear communication, the proposing college/unit must inform the VPFA of ongoing conversations around naming gift.

If the potential naming gift does NOT meet the guidelines/ criteria set forth in this document, the naming proposal must be submitted PRIOR to gift negotiations with the individual or organization.

## Step 2:

Naming request shall be made in the form of a written proposal. The proposing unit develops the proposal for submittal. The proposal must list the reason for the request, justification of the naming in accordance with the policy and guidelines/ criteria, and the amount of any donation or description of service or contribution that would accompany approval of the naming proposal. A submitted proposal triggers a background check. If the naming is an honorary naming or one valued at \$250,000 or higher, the proposal must be presented to the VPFA for review by UNC. If the naming is less than \$250,000, the proposal is submitted directly to VPFA who will review, recommend, and seek presidential approval directly.

## Step 3:

In reviewing the naming opportunity, the UNC will assess: (a) the relationship of the individual or organization to the institution; (b) the amount of the donation or value of the contribution; (c) an assessment of the donor's financial situation and the likelihood of fulfilling the pledge, if a donation is given partly as a pledge; (d) character of the donor; (e) potential for additional gifts or contributions from the donor, and (f) possible academic enhancement to the institution as a result of the donation.

## Step4

The UNC will make a recommendation for approval to the president. A denial by the president is final. The VPFA will notify the appropriate college/unit of the president's recommendation. If the president approves the request, the UNC will submit the formal naming proposal for review by the chancellor, pursuant to CSU System and University policy, and forward to the BOG for consideration.

## Step 5:

At the next scheduled BOG meeting, the naming proposal will be presented and the BOG will make a decision. If proposal is approved, president and VPFA will sign the Naming Policy Agreement along with other needed documentation (MOU, gift/ fund agreement). The VPFA's office will send executed documents to the proposing college/unit.

## Step 6:

The college/unit will finalize documentation with all parties and work with campus entities to develop appropriate recognition and announcement.

Approved by:

# CSU-PUEBLO POLICY: NAMING RIGHTS POLICY

Policy Title: Naming Rights Policy	Category: Administration
Owner: Vice President for Finance and Administration	Policy ID#: 2-005-01
Contact: Vice President for Finance and Administration Web: <a href="http://www.csupueblo.edu/vpFA">http://www.csupueblo.edu/vpFA</a>	Effective Date: 10/8/2012
	Viewing/Downloading Options: <ul style="list-style-type: none"> <li>• Web - Formatted (this page)</li> <li>• <a href="#">Web - Printable</a></li> </ul>

## Policy Statement:

All naming proposals are to be submitted to the Vice President for Finance and Administration (VPFA). The VPFA will forward all honorary, impactful and naming gifts valued at \$250,000 and higher to the University Naming Committee (see below) which will forward both positive and negative recommendations to the president within 30 days. If the president approves the recommendation, the naming proposal will be sent to the BOG for formal approval. The VPFA will seek independent approval from the President for naming gifts valued at less than \$250,000. These namings will not need approval of the BOG. The University will endeavor to maintain consistency in gift levels required for naming while at the same time recognizing that different constituencies may have different giving capacities and that projects vary in regard to visibility and perceived prestige.

## Section 1: Responsibility

### I. University Naming Committee (UNC):

#### A. Establishment

The University Naming Committee ~~was~~ established in 2013 pursuant with this policy, to serve an advisory role to the president for the naming of administrative units/facilities/interior and exterior spaces. The VPFA will direct all honorary naming proposals, impactful gift proposals and those valued at \$250,000 and higher to the UNC.

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#### B. Role

1. Review naming proposals for compliance with naming policies, appropriateness, and concurrence with the mission of the institution.
2. Collaborate with institutional representatives overseeing the facility or program to be named in order to establish support from the primary users and stakeholders.
3. Recommend formal administrative units/ facility/interior and exterior space names to the president for their review prior to advancing for final approval by the BOG.

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### C. Membership

The VPFA will serve as chair of the UNC.

Committee- President's Chief of Staff, Associate Vice-President of Facilities Management, Executive Director of Marketing, Communications and Community Relations, Colorado State University Pueblo Foundation representative, Deputy General Counsel, and a Faculty member selected by the President.

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### D. Meetings

The chair will call meetings as needed with close attention to the BOG meeting schedule.

## Section 2: Naming Guidelines

### General Guidelines

A. Administrative units/facilities/interior or exterior spaces may be named for the following:

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1. Individuals or organizations that have provided or have caused to be provided a significant contribution toward a project - new construction, major renovation, existing facility, academic and/or nonacademic program.

2. Individuals or organizations that have made an impactful gifts to the University. An impactful gift may include any of the following qualities:

- a. Enhances the student experience;
- b. Enrich affordability and accessibility;
- c. Provide an enhanced work environment;
- d. Serves educational needs of the community;
- e. Promotes, cultivates, and encourages the stewardship of community partners.

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2. Retired or deceased faculty or staff members who have provided distinctive service to the University and a) have been deceased for one year or longer; or b) have been retired, resigned, or otherwise separated from service of to the University for not less than one year; or c) had a long and illustrious career and exemplified values for which Colorado State University-Pueblo stands; and, d) brought great credit to the University through major scholarly, professional, or public



service. If, however, a proposed naming is in response to a financial contribution, the requirement of a delay shall not apply.

3. Graduates, former students, or individuals who have provided distinctive service to the University and a) had a long and illustrious career and exemplified values for which Colorado State University-Pueblo stands; and b) brought great credit to the University through major scholarly, professional, or public service.

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4. Living or deceased persons dedicated to the purpose, nature, and mission of the University who have achieved outstanding distinction through civic, intellectual, or artistic contributions to the development of the city, county, region, state, nation, and/or world.

B. In gift-generated naming, pledges paid over a period of time, typically no more than five years, are acceptable for current naming of administrative units/facility/interior and exterior spaces.

C. Irrevocable planned gifts may generate current naming if current cash flow considerations are not an issue for the requesting administrative unit/facility/interior and exterior space. These gifts will be credited at their present value, and particular emphasis will be given to the predictability of the long-term value of the irrevocable deferred gift.

D. The donor may ask that the administrative unit/ facility/interior and exterior bear their name or the names of family members or others the donor may wish to honor, subject to the approval by the UNC, the President and the BOG. The VPFA will discuss with the President the donor's intent before any commitments are made.

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E. In the event that the facility or administrative unit to be named involves multiple colleges, divisions, or departments, the heads of all associated organizational units must make a recommendation on naming opportunities and levels prior to submission to the VPFA and the UNC.

F. In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Corporate logos as part of naming opportunities are generally prohibited.

G. If a benefactor or honoree requests a change to the name of an administrative unit/facility/interior or exterior space (e.g. due to divorce or corporate merger), the UNC will consider the request and make a recommendation to the President, who will forward it to the BOG for approval. If approved, all replacement signage and other related costs shall be at the donor's or honoree's expense.

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H. The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

## Specific Guidelines

### A. Naming Administrative Units:

1. Administrative units naming opportunities may include:

- a. Academic units -colleges, schools, and departments;
- b. Centers;
- c. Institutes; and
- d. Special units.

2. Suggested gift amounts for administrative units

a. As a guideline, the naming gift should be a minimum of three times the annual total operating budget. National ranking and visibility of the unit, as well as naming gifts of peer units in the discipline or on the University campus should be considered in determining appropriate gift amount; and,

b. A portion of the gift shall be placed in an endowment for the benefit of the specific college, preferably with a portion of that amount in the form of an unrestricted endowment. The President, Provost and the Dean of the college or Director of the department shall determine what the portion will be based on the gift and the needs of the University. or c. Be substantial, significant or impactful, even transformational in nature, enabling the college or department, to improve its competitiveness or distinction.

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### B. Naming Facilities:

1. Facilities naming opportunities may include:

- a. New facilities that are to be constructed or acquired;
- b. Existing facilities that are undergoing major or minor renovation; or
- c. Existing facilities that are not undergoing renovations;

2. Suggested gift amounts for facility namings:

- a. At least half of estimated total project cost for constructing or acquiring new facility;
- b. At least half of estimated total project cost for renovating an existing facility; or

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The guideline is that a portion of these funds would be placed in an unrestricted endowment to benefit the college/department,

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3. Project cost is determined by square footage of facility to be named multiplied by the cost per square foot.

### C. Naming Interior and Exterior Spaces

1. Interior and Exterior naming opportunities may include:

a. Interior spaces- rooms, laboratories, centers, or areas within new, existing or renovated facilities.

b. Exterior spaces- quadrangles, gardens, recreation fields, water features, walking/biking paths, etc.

2. A guideline is that donors provide at least half of the project cost, which is to be determined by the square footage of the area to be named multiplied by the cost per square foot. Discretion may be given to the President for areas that would require a donation of less than \$250,000.

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### Section 3: Duration of Namings

There are two different options for the duration of administrative unit /facility/interior and exterior space namings - perpetuity and term.

#### I. Perpetuity

A. Perpetuity is defined by the useful life determination provided by Facilities Management.

B. The naming of an administrative unit/facility/interior and exterior space will be retained in perpetuity, unless:

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2. a major renovation/addition is funded with significant support from another donor and it is appropriate to alter the name; in which case the original donor will be notified in advance;

3. demolition, replacement, redesignation of purpose, or similar modification to a named facility/administrative unit/ interior and exterior space;

4. the individual or organization for whom the administrative unit, facility, or interior or exterior space is named falls into disrepute; or
5. the BOG takes action to change the name in order to meet the best interests of Colorado State University-Pueblo.

## **II. Term**

A. In appropriate instances, most often involving a corporate benefactor, an administrative unit/facility/interior and exterior space naming may be granted for a predetermined fixed term.

1. The gift agreement should clearly specify the period of time for which the facility or unit will be named.
2. Term namings are limited to terms of 10, 15, or 25 years. A 5 year option is permissible for naming administrative units.
3. Term namings are based on useful life of the named facility, typically, 50 years. Facilities Management will determine the useful life of the facility.
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5. The subsequent term values will be determined once the initial term naming is established. The initial term value is determined by dividing the useful life of the facility by the term. The perpetual naming value is then divided by that number.
6. Subsequent term values are determined by the Future Value of Money formula -interest rate multiplied by years since initial naming established multiplied by initial naming cost, plus initial naming cost.
7. These guidelines can be adjusted by the UNC to determine appropriate naming terms.

B. The naming of an administrative unit/facility/ interior and exterior space will be retained for its predetermined term, unless:

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3. demolition, replacement, redesignation of purpose or similar modification to a named facility/administrative unit/exterior space;

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*Example*

*Facility with: 50-year useful life*

*\$10 million naming value*

*10-year terms*

*Established 2013*

*Initial 10-year term naming would be \$2 million - 50-year useful life divided by 10-year term=5 divided into \$10 million = \$2 million.*

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*Total Value of term naming would be \$16 million.*

#### **Section 4: Naming Process:**

##### **Step 1:**

College/unit generates a list of naming opportunities based on criteria set forth in this policy and submits to VPFA. The VPFA will keep a master list of all campus naming opportunities - both available and already named.

If the naming gift meets the guidelines/ criteria, gift negotiations are allowed to be conducted with individual or organization in parallel with this process. However, to ensure clear communication, the proposing college/unit must inform the VPFA of ongoing conversations around naming gift.

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If the naming is less than \$250,000, the proposal is submitted directly to VPFA who will review, recommend, and seek presidential approval directly.

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**Step 3:**

In reviewing the naming opportunity, the UNC will assess: (a) the relationship of the individual or organization to the institution; (b) the amount of the donation or value of the contribution; (c) an assessment of the donor's financial situation and the likelihood of fulfilling the pledge, if a donation is given partly as a pledge; (d) character of the donor; (e) potential for additional gifts or contributions from the donor, and (f) possible academic enhancement to the institution as a result of the donation.

**Step 4**

The UNC will make a recommendation for approval to the president. A denial by the president is final. The VPFA will notify the appropriate college/unit of the president's recommendation. If the president approves the request, the UNC will submit the formal naming proposal for review by the chancellor, pursuant to CSU System and University policy, and forward to the BOG for consideration.

**Step 5:**

At the next scheduled BOG meeting, the naming proposal will be presented and the BOG will make a decision. If proposal is approved, president and VPFA will sign the Naming Policy Agreement along with other needed documentation (MOU, gift/ fund agreement). The VPFA's office will send executed documents to the proposing college/unit.

**Step 6:**

The college/unit will finalize documentation with all parties and work with campus entities to develop appropriate recognition and announcement.

Approved by:

Board of Governors



# Section 13

## *Consent Agenda*

- Colorado State University System
  - Minutes of the February 6, 2019 Mini Retreat
  - Minutes of the February 7, 2019 Meeting and Committee Meetings
  - Minutes of the February 8, 2019 Meeting and Committee Meetings
  - Minutes of the March 11, 2019 Special Board Meeting
  - Minutes of the March 15, 2019 Special Board Meeting
  - Minutes of the March 29, 2010 Special Board Meeting
  - Executive Longevity Plan Fund Sponsor
- Colorado State University
  - New Degree: Professional Science Masters in Biomanufacturing and Biotechnology
  - Faculty Manual – Section E.6
  - Faculty Manual – Section E.11.1
  - Faculty Manual – Section E.12.1
  - Faculty Manual – Section E.16
  - Faculty Manual – Section I.8
- Colorado State University-Pueblo
  - New Degree: Interdisciplinary Studies
- Colorado State University-Global Campus
  - New Degree: Undergraduate and Graduate Certificates in AI and Machine Learning

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
Colorado State University-Pueblo  
February 6, 2019**

**CALL TO ORDER**

Chair Munn called the retreat to order at 1:17 p.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Steven Gabel (via phone); William Mosher; Dean Singleton; Dorothy Axelson, Student Representative, CSU-Global Campus; Susan Belpport, 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; Kristyn White Davis, Dean of Extended Studies, CSU-Pueblo; Russell DeSalvo, Board of Governors-Appointee; Jane Fraser, AAUP President, CSU-Pueblo; Michelle Gjerde, Director of Career Center, CSU-Pueblo; Rhonda Gonzales, Dean, Library Sciences, CSU-Pueblo; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Donna Souder Hodge, Executive Director of Organizational Culture, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Greg Hoye, Executive Director for Marketing and Community Relations, CSU-Pueblo; Derek Lopez, Grants Program Director, Center for Teaching and Learning, CSU-Pueblo; Emily McElwain, Director of Student Recreation, CSU-Pueblo; Adam Pocius, Manager of Innovative Technology, CSU-Pueblo; Jonathan Poritz, Director, Center for Teaching and Learning, CSU-Pueblo; Amy Robertshaw, Assistant Vice President of Enrollment Management, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Mark Swanson, Board of Governors-Appointee; Brian Vanden Heuvel, Professor and Director of CBASE, CSU-Pueblo; Jackie Wallgren, Senior Associate Athletic Director, CSU-Pueblo; Niki Whitaker, Chief of Staff, CSU-Pueblo

Chair Munn convened the retreat and confirmed Governor Gabel had joined the retreat by phone.

**STUDENT SUCCESS AND PIPELINE**

Dr. Miranda commented on how student success can be measured in variety of ways and the focus of the discussion would be on post-graduation success. Considerable attention has been focused on the return on investment (ROI) for a college education, or a costs vs. benefits analysis, and the high level of student debt. Affordability is a high priority for the CSU System (CSUS) institutions and efforts are made to lower both institutional operating costs and the cost of attendance for students. Other priorities are to continually improve quality; to provide high impact practice opportunities and curricular and co-curricular support to prepare students for post-college life; and to meet the institutional learning

outcomes. He described the full student life-cycle approach with applied metrics that begin with admissions and culminate with success after graduation. Conversation followed on the unique value proposition for each of the CSUS institutions, and how academic performance and student success are measured.

*CSU-Global Campus:* Dr. Takeda-Tinker described the role, mission and student demographics of CSU-Global Campus. She explained how the university tracks and monitors data to evaluate ROI based on learning outcomes achievement; ETS learning progress; post-graduation income for CSU-Global Campus graduates with bachelor's or master's degrees; and post-graduation preparedness based upon employer and alumni surveys. Dr. Takeda-Tinker reviewed the challenges and initiatives undertaken to positively address the four goals of the Colorado Commission of Higher Education (CCHE) *Colorado Rises* strategic plan. Progress on student success is continually tracked and monitored through aggregated information that is regularly distributed in data warehouse reports to all faculty and staff. Industry rankings were provided to illustrate how CSU-Global Campus provides high quality, affordable and career-relevant education.

*CSU-Pueblo:* Dr. Adelrahman described CSU-Pueblo's qualitative approach for an integrated pathway to success through foundations tied to market and industry needs, integrated learning opportunities, and applications of the skills and knowledge. Ms. Holliday highlighted specific student support services; the work of the Career Center and other career services provided outside of the classroom; and new initiatives undertaken to help prepare students for post-graduation employment. As part of the CSUS, there are numerous opportunities for attendance at career fairs. Post-graduation success metrics are now being tracked and analyzed in a new manner with a goal of 82% of students employed in their degree field or accepted into an advanced degree program.

The National Survey of Student Engagement (NSSE) comparisons relative to career plans, high impact practices and societal issues are significantly higher for CSU-Pueblo compared to peer institutions. First destination surveys on post-graduation satisfaction and preparedness for work are positive. Of the 33,000 alums tracked, 70% are employed within Colorado. CSU-Pueblo is also participating in CLIMB, a national study underway focused on upward mobility. Dr. Adelrahman reviewed data and the related university programs to illustrate how CSU-Pueblo is contributing to the four goals of the CCHE *Colorado Rises* strategic plan. When asked about the number of local students, Ms. Holliday responded approximately 40% of the student population, and enrollment from Pueblo and El Paso counties that had been declining is now rebounding.

*Colorado State University:* Dr. Miranda reported the institution completes the NSSE every three years and highlights from the most recent survey completed were provided. The data overall reflects a high level of student satisfaction with their educational experience at CSU and, while there are minor variations, CSU scores similarly to peer institutions on the four NSSE engagement indicators. Data on high impact practice participation for first year, sophomore and seniors broken out by first generation, students of color, and Pell-eligible students compared to the overall student population are positive and indicate progress has been made in closing equity gaps. Engagement indicator comparisons to large land-grant schools are also similar.

Dr. Miranda reviewed the content, process and highlights of a CSU alumni survey focused on student success initiatives and institutional learning objectives; the results were supplemented with National Student Clearinghouse and LinkedIn data. Based upon 2016-17 results, 84% of undergraduates and 95% of graduate students secured their plans for either employment or continuing education. Data for undergraduate and graduate students was broken out by college, ethnicity/race, gender and first generation/Pell eligibility comparisons. Data on salaries after graduation and comparisons at one, five and ten years was also provided

Results of a satisfaction survey on undergraduate and graduate students' experiences at CSU were overall positive in the mid-80 to high 90 percentiles. As part of the survey, efficacy for post-graduation success was probed on the four factors of internships, career services programs, GPA, and on-campus employment with internships ranking the highest. A national comparison based upon post-graduation data published by the National Association of College Employers (NACE) disaggregated into different relevant categories contrasts CSU positively compared to peer institutions.

*CCHE Colorado Rises*: Based upon a conversation held with the new Colorado Dept. of Higher Education (DHE) director, Dr. Frank commented on the intent of the DHE and CCHE to continue moving forward with the *Colorado Rises* strategic plan that was designed to be a master plan to span administrations. He remarked on challenges with the goals and metrics identified to meet workforce needs in the state through traditional higher education pathways and the additional complications with projected declines in the student pipeline. The CSUS institutions are making progress within each of the four broad categories and modest investments have been made in new initiatives.

Following discussion on accountability, the CSUS role, the metrics to measure student success, and the role of student success in the CSUS strategic plan, Ms. Parsons indicated components of the student success discussion in conjunction with the demographics of prospective students will be examined in more detail at the June retreat. The retreat then recessed for a break at 3:22 p.m. and reconvened at 3:46 p.m.

## **CSU-PUEBLO VISIONING UPDATE**

Dr. Mottet acknowledged the work of Dr. Souder Hodge and the 10-member steering committee composed of faculty and staff. He reviewed the timeline of the visioning process that began with the charge to develop a future direction for the university which led to the creation of the steering committee who involved the campus in the development of the vision, mission, values and guiding principles. The strategic plan will be operationalized through implementation of initiatives identified to address gaps and to improve the performance metrics for enrollment, retention, graduation and placement.

Dr. Souder Hodge noted the strategic plan is being driven by the campus with a bold vision designed to be aspirational and mapped to the needs of the region. Further, the plan is designed to help close the Colorado achievement gap and to contribute to the CSUS. The CSU-Pueblo Works plan presented in October has the specific goal of establishing the campus as the people's university of the southwest U.S. by 2028. Shifts in the campus culture have begun to take place through the redefining of processes and policies. Next steps include creating a comprehensive learning model with institutional outcomes by re-imagining the student life cycle for continuous learning through innovation and accountability in the campus ecosystem. She commented on the importance of the onboarding, developing and transitioning that occurs in the student lifecycle.

Dr. Mottet explained that the four primary drivers of access and affordability, experiences, environment, and people are the leading indicators impacting university performance and the foundation for the ten initiatives which have been identified and mapped out in two phases to be staggered over a ten-year process. The first initiative of a new financial aid model based on the work concept is focused on developing a student employment model with identified curriculum and supervision, and a prior learning assessment to leverage work experience. The second initiative is to expand student-athlete enrollment and to maintain existing facilities to recruit the best athletes in a competitive market. The implementation of the third initiative of university track centers has begun with opening admissions offices in two Pueblo high schools to cultivate a university culture in the local community.

Dr. Souder Hodge stated the intent of initiative four is to create a new advising model and infrastructure with opportunities for individual student pathways and a single campus entry point. The goal of initiative five is to enhance the presence of CSU-Pueblo in Colorado Springs by leveraging the existing location, developing more programs, and utilizing community relationships. Initiative six focuses on expansion of the adult learning program with opportunities to address work force needs, increase enrollment and enhance student demographics. The seventh initiative involves redesigning the general education and capstone curricula to help students build skills and knowledge to succeed.

Dr. Mottet described the eighth initiative to repurpose existing facilities for professional learning spaces that resemble the modern work place with 24/7 access for students to work on projects and to collaborate in teams. The ninth initiative for creating a downtown Pueblo presence would provide the community an access point to the university and help create partnerships. The final CSU-Professional initiative is to develop a suite of on-line, market-driven graduate programs that map to the economic development of the region. The initiatives and performance metrics are still being developed with more details forthcoming. Visits to other higher education institutions will be made to gain insights on similar concepts implemented elsewhere.

Dr. Mottet remarked that outside assistance on the process has been provided by various groups including Intangible Solutions, the Suddes Group, and Hord Coplan Macht. Access to the Lumina Foundation and Strada Education Network has been facilitated through Mr. Ken Smith at Strategic Partnerships. Dr. Souder Hodge acknowledged the support that has been provided from several individuals and units within the CSUS and its institutions.

## **CSU SYSTEM FUNDING STRATEGY**

Dr. Frank recalled the discussion at the June retreat to split the Chancellor and CSU President positions and to build CSUS capacities for longer term initiatives, and the subsequent December discussion on the potential funding concept utilizing the annual revenue streams that flow into reserves that would maintain the reserves for the intended purposes defined in the reserves policy. The Board reserves were set up to serve the two basic functions of funding start-up investments that align with the identified strategic priorities, and to serve as the fiscal foundation to underpin bond ratings and as a “rainy day” fund for challenging economical times. A formula was established to calculate the annual reserves through annual campus assessments with approximately \$50 million identified as a reasonable targeted amount.

Dr. Frank reviewed the strategic priorities identified by the Board and provided an overview of the Board reserve growth and withdrawals; the 2020 projected reserve growth; and current and projected 2020 costs. A new funding model built upon funding the CSUS expansion through annual revenues was presented along with conclusions based upon two stress tests of the model. The numbers will be further scrubbed before the annual budgets are approved. Suggestions were made to separate the administrative costs and funding for initiatives, and to periodically review the reserves policy and allocation model. Mr. Sobanet confirmed the format would be revised to inform the Board for decision-making and to ensure visibility.

Following discussion, there was general support for the proposed CSUS funding model; the System budget used in the model will be further refined prior to budget approval at the May meeting. Ms. Johnson pointed out the annual state requirement to complete the budget data books at the fiscal year-end and the beginning of the next fiscal year to reflect the allocations of the COF, fee for service and specialty education resources. The retreat then adjourned at 5:22 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University-Pueblo  
February 7, 2019**

**CALL TO ORDER**

Chair Munn called the meeting to order at 9:03 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Steven Gabel (via phone); William Mosher; Dean Singleton (via phone); 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; Keelan Bailey, Coordinator, Office of Student Engagement and Leadership, CSU-Pueblo; Lacey Clemmensen, University Track Center, CSU-Pueblo; Kristyn White Davis, Dean of Extended Studies, CSU-Pueblo; Russell DeSalvo, Board of Governors-Appointee; Karen Ferguson, Provost and Vice President of Strategic Innovation, CSU-Global Campus; Chris Fendrich, Interim Director of BFS, CSU-Pueblo; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Donna Souder Hodge, Executive Director of Organizational Culture, 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; Kat Hund, Interim Assistant Director of Marketing, Communication and Community Relations, CSU-Pueblo; Nancy Hurt, Managing Director, REO, CSURF; Pam Jackson, Interim Vice President for External Relations, CSU; Sylvester Kalevela, Dean, College of Education, Engineering and Professional Studies, CSU-Pueblo; Laurie Kilpatrick, Parking and Safety Manager, CSU-Pueblo; David Lehmpuhl, Dean, College of Science and Math, CSU-Pueblo; Donnell Leomiti, Defensive Coordinator, Athletics Dept., CSU-Pueblo; Taylor Lewis, Colorado Energy Office; Derek Lopez, Grants Program Director, Center for Teaching and Learning, CSU-Pueblo; Emily McElwain, Director of Student Recreation, CSU-Pueblo; Paul Niedermuller, Clifton Larson Allen; Adam Pocius, Manager of Innovative Technology, CSU-Pueblo; Jonathan Poritz, Director, Center for Teaching and Learning, CSU-Pueblo; Amy Robertshaw, Assistant Vice President of Enrollment Management, CSU-Pueblo; Tracy Samora, Alumni and Community Relations, CSU-Pueblo; Arlene Reilly Sandoval, Associate Professor and Dept. Chair, Social Work, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Mark Swanson, Board of Governors-Appointee; Pamela Toney, Senior Vice President of Operations, CSU-Global Campus; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Brian Vanden Heuvel, Professor and Director of CBASE, CSU-Pueblo; Jackie Wallgren, Senior Associate Athletic Director, CSU-Pueblo; Niki Whitaker, Chief of Staff, CSU-Pueblo; Malorie Weiss, University Track Center, CSU-Pueblo; Josh Wilkens, Johnson Controls, Inc.



Prior to the meeting, a presentation was made during breakfast by Drs. Adelrahman, Lehmpuhl, Sandoval, and Kalevela on the new academic programs at Colorado State University-Pueblo.

## **PUBLIC COMMENT AND BOARD CHAIR'S AGENDA**

Chair Munn introduced Governor-appointees DeSalvo and Swanson, and noted Governors Gabel and Singleton had joined the meeting by phone. An overview of the agenda was provided the previous day. He confirmed no one signed up for public comment.

## **AUDIT AND FINANCE COMMITTEE**

Committee Chair Robbe Rhodes convened the meeting and asked Mr. Sobanet to begin with the state budget update.

*FY 2020 Governor's Budget Request:* Mr. Sobanet reported the FY 2020 budget submitted by Governor Polis contains a 13% increase in state support for higher education that includes need-based financial aid and the stipulation of no increase in resident undergraduate tuition rates. The budget request also has additional funding for other smaller add-on requests. Funding for the CSU Shepardson Building renovation and addition is included in the capital development budget.

*FY 2019 2<sup>nd</sup> Quarter Financial Statements:* Ms. Johnson noted that the format is consistent with Generally Accepted Accounting Principles and the year-end audited financial statements. Based upon NACUBO standards, Pell revenue is designated as non-operating revenue instead of tuition revenue. Reports were provided for the CSU System (CSUS), the Board of Governors (Board) and each of the three campuses. CSU-Global Campus has managed through the negative variance reported in December to a \$6 million positive variance. Adjustments have been made to reflect the impact of the internally managed CSUS Treasury with unrealized gains/losses. Another significant variance was due to lower enrollment of Pell-eligible students which is not unusual during times of economic growth.

*FY 2020 Incremental Budget Updates:* Mr. Sobanet indicated reports would be presented by each of the campuses.

Colorado State University: Ms. Johnson explained the format has been revised based upon the Governor's proposed budget with three scenarios that all have the 0% increase in resident undergraduate tuition and a 4.5% salary/benefit pool. Based upon campus feedback, a priority is to retain as much as possible in the compensation line to ensure market competitiveness with peer institutions for hiring and retaining qualified faculty and staff as the cost of living in Fort Collins continues to increase.

Dr. Frank recalled the CSU-Pueblo financial sustainability plan endorsed by the Board and the internal distribution of the state resources between the institutions to help sustain CSU-Pueblo. He provided an historical overview of the state calculations and the creation of the Colorado Opportunity Fund and fee for service contracts based upon enrollments. Each of the three budget scenarios reflects a state funding impact based upon variances in the internal distributions.

Dr. Frank described the campus internal reallocation process that generally averages approximately \$7 million per year or about 3% of discretionary funds and the related impact on the campus culture and quality enhancements. He raised the question as to whether to continue the requirement of internal reallocations. Ms. Johnson and Dr. Miranda were tasked with researching the process and the amounts of internal reallocations. Dr. Miranda commented on the level of internal reallocations that occur at the college and division levels. Work will continue to annualize and systematize the survey to improve the

precision of the process. Following discussion, there was general support for continuing the internal reallocations.

CSU-Pueblo: Mr. Spiecker reviewed the assumptions in each of the three scenarios that include a 3% salary increase; additional state funding with no increase for resident undergraduate tuition; a 3% tuition increase for non-resident undergraduate and graduate students; and a 3.2% decline in enrollment. Modifications to the budget presented in December include additional costs associated with new academic programs and the expiration of grant funding, and a recalculation of mandatory costs with a shortfall in each scenario. Dr. Mottet has convened an advisory group composed of faculty and staff to develop recommendations to balance the budget. Additional grants are being pursued and applications have been received for voluntary separation that are still being reviewed and processed.

CSU-Global Campus: Mr. Warr explained the new format that aligns with the twelve monthly starts and the variability of enrollment and revenues to more accurately track and forecast based on expenses for the current year and to model for the next fiscal year. Costs are being managed and the FY 2019 operating revenue was re-forecasted to be \$100,154,440 with a 31% operating margin. FY 2020 assumptions include 12,600 new students and an operating margin of 33% with a \$37.8 million increase in net assets. A comparison to the original Board-approved budget will be provided with the year-end financial statements. Dr. Frank pointed out how CSU-Global Campus differs from the other two campuses with the ability to dramatically adjust expenses mid-year and in real time.

Responding to questions, Dr. Takeda-Tinker explained that tuition has not increased in seven years and the major impact is through the retention of students with re-engagement important for sustainability. The investments made in the 2.0 initiatives will improve the ability to meet student demands for technology and advancement. On competitive wages, annually a compensation analysis is conducted and the model of utilizing a large number of part-time faculty along with outsourcing certain services have helped manage costs.

*CSU-Pueblo Business Financial Services Update*: Dr. Mottet reported there are bi-monthly meetings of a core group to discuss the status of the recommendations, the progress and next steps as well as monthly meetings with Business Financial Services front line staff.

Ms. Johnson provided an update on the controller search that initially failed and has been re-initiated with modifications to the required and preferred qualifications to widen the candidate pool. Two new accountants have been hired and CSU staff are assisting with the training. All relevant accounts have been closed and remaining accounts will continue to be monitored. Funding allocations have been identified and will be appropriately transferred. Testing on the functionality for activation of cash/expenditure controls in KFS is being conducted and recommendations will be made to Dr. Mottet.

Dr. Mottet reported two full-time employees are being hired to complete the accounts receivable collections by June 2019; the organizational structure review has been completed and a recommendation will be made to the new controller; and fiscal officer responsibility training was completed for 36 members of the university leadership team and planned for 134 account managers in March. Work continues to implement the ten audit recommendations; updated Business Financial Services policies are being reviewed by a variety of stakeholders; and a new set of payroll policies are being developed.

*CSU System Treasury Update*: Mr. Sobanet explained that a substantial amount of money will continue to be retained in the State Treasurer's Office. Reviewing the 12/31/18 operating portfolio summary, he reported Tier I allocations have been made to three different money market accounts; a vendor has been selected for the Tier II managed bond funds with \$50 million to be allocated in spring 2019; and the Tier III allocations were completed by fall 2018. December was a volatile month for equity markets with

improvements during January and, based upon the automatic adjustment mode in the PERA reform legislation, there could be a FY 2021 budgetary impact to employers and PERA retirees.

*Approval of Reimbursement Resolution for CSU Equine Veterinary Teaching Hospital Infrastructure (EVTHI) and Meridian Village Residence Projects:* Mr. Sobanet described how the resolution would allow for reimbursement of expenses incurred for the two projects prior to the issuance of bonds. The EVTHI project was previously approved by the Board and will be included in the summer 2019 bond issuance. The residence hall program plan is undergoing a pro forma analysis and the bond issuance would occur in late fall 2019. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Syron seconded; and the motion carried unanimously.

*CSU-Pueblo Solar Power Proposal:* Mr. Sobanet reported there was an opportunity to enter into a long-term contract for a renewable energy project which would benefit CSU-Pueblo with substantial costs avoided in the campus' energy budget based upon historical inflationary utilities data. Mr. Spiecker described the proposal to add solar panels to the campus that will allow CSU-Pueblo to be the first higher education institution in the state to acquire 100% of its electricity from solar energy. No capital investment would be required by the campus and Board approval would be needed to enter into a 25-year contract. Renewable energy has been established as a priority by Governor Polis and the City of Pueblo, and is included in CSU-Pueblo's vision for sustainability.

The campus would lease approximately 15 acres of land to Johnson Controls who would install the solar panels at their expense to qualify for federal tax credit. As part of the agreement, Johnson Controls would be responsible for maintaining the solar panels over the life of the project. CSU-Pueblo would enter into a long-term agreement to buy power produced by the solar panels that would reduce energy costs through cost avoidance. The Colorado Energy Office has and will continue to assist with evaluating the viability of the project.

CSU-Pueblo would need to enter into an agreement with Johnson Controls who would complete an investment grade audit at a cost of \$300,000 to determine the project viability. Should the project be determined at the end of the audit not to be viable, the campus would not be required to pay for the cost of the audit. Should the project be viable and deliverable by Johnson Controls with an assumed annual rate increase of less than 3.5%, the cost of the viability study would be incorporated into the long-term agreement in the cost schedule. Should the project be deemed viable and CSU-Pueblo does not enter into a long-term agreement, the university would be required to pay the cost of the audit.

Support of the project concept was being sought from the Board to avoid incurring any costs. Further, Board approval is necessary to enter into the 25-year lease of the land and the 25-year agreement to buy power produced by the solar panels. Representatives from the Colorado Energy Office and Johnson Controls were present to address any concerns.

Governor Mosher clarified for the record that the portion of Johnson Controls purchased by his parent company was a different entity and not involved with this project. Dr. Mottet noted that campus neighbors were vetted for any concerns and were positive about the project. Input was also solicited from a citizens' advisory group with the project concept well-received. Following discussion, General Counsel Johnson read the resolution to approve the long-term land lease and the long-term power purchase agreement for the CSU-Pueblo solar power project. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Syron seconded; and the motion carried unanimously.

*Internal Auditing (IA) Staff Update:* Ms. Serrano reviewed the risks and challenges which impact the annual audit plan; the current IA staff and resources; and the initiatives undertaken to address those challenges. A schedule for the remaining projects in the current fiscal year audit was provided. Due to

some significant special projects, a few projects may be dropped from the plan and added back to the risk pool, and potentially included in next year's plan, dependent upon the annual formal risk assessment process. Opportunities for collaboration on stand-alone audit projects will also be identified.

*Status of FY 2019 Audit Plan:* Since the previous meeting, the CSU-Global Campus cloud computing audit was concluded with eight internal control recommendations of which CSU-Global Campus has taken actions on many of them. IA will review the information provided as part of the follow-up process to confirm that the underlying issues have been addressed. Other audit projects completed include the CSU INTO audit with a report submitted to management for review; the CSU Advancement special project with a memo to the President and the Audit and Finance Committee, and a separate report being prepared with opportunities to improve internal controls and policies; and the CSU on-campus children's programs audit with the report being drafted.

Ongoing audits are the CSU-Pueblo human resources project with incorporation of the payroll audit; the CSU College of Veterinary Medicine audit; and the CSU Research Foundation and CSU Foundation operating agreement audit. An entrance conference was held for the CSU-Pueblo accounts receivable audit to revisit the objectives in the 2012 audit report. The CSU-Pueblo AIS audit has been initiated as a stand-alone project and planning has begun for the CSU-Global Campus cybersecurity audit. IA will begin issuing the audit reports electronically to the Board.

*Overdue Recommendations:* There are no concerns with any of the past due recommendations. The executive summary for the CSU-Pueblo capital account negative cash balances audit was provided in the meeting materials and the related recommendations included on the overdue report will be removed, as the certifications have since been received to close out those recommendations.

*Presentation of the FY 2018 Audit Results:* Mr. Niedermuller explained how Clifton Larson Allen was engaged by the Office of the State Auditor to conduct the annual external audit. He reviewed the scope of the engagement; the reports to be issued; and the auditor's responsibilities under the U.S. Generally Accepted Auditing Standards (GAAS). The reports have been approved by the Office of the State Auditor and the Legislative Audit Committee. There were no significant deficiencies or material weaknesses from an audit or financial reporting standpoint nor any issues with internal controls over compliance. Details in the financial statements address the implementation of GASB 75 related to post-employment benefits and PERA. New reporting information was provided on the termination of the Perkins revolving loan program that resulted in a \$16 million adjustment for which management complied. There were no issues related to the required communications with management.

The meeting recessed for lunch at 11:25 a.m. during which there was a discussion with the CSU-Pueblo Visioning Steering Committee on the strategic planning process. The meeting reconvened at 12:32 p.m.

## **CSU-PUEBLO CAMPUS REPORTS**

*Student Report:* Governor Taylor shared details from the written report on the Winter Wonderland project and the upcoming talent show to be sponsored by SEAL; the Emerging Leader Award; and orientation training through the Student Engagement and Leadership Office. The student leadership training and recruitment that will occur during the spring semester is important to recruit freshmen and sophomores.

*Faculty Report:* Governor Belpert reported there has been one Faculty Senate meeting since the beginning of the spring semester with numerous second readings including to move forward on the syllabus template for HLC compliance. The reporting process for needs assessment to identify measurements for student learning outcomes will be changing with an earlier due date. Graduate Studies are expanding with faculty involvement through the Graduate Studies Board and a new Graduate Studies

Director is being sought. The Faculty Compensation Committee through the Faculty Senate has recognized the work of the Provost for the equity adjustments that have been made and the efforts to equalize the salary compression that occurs with new faculty hires. A vote was held to change the structure and leadership of the University Board for Diversity and Equality to enable better access and functionality.

*President's Report:* Highlighting updates from the ten programs and initiatives listed in the written report, Dr. Mottet commented on how efforts to enhance the campus culture have included all-employee meetings held in January with the goals of recognizing employees, sharing information in six areas of university performance, and providing an update on the visioning process. He acknowledged Governor Jordan for her presentation at one session on the importance of organizational change and the role of organizational culture to sustain and move forward the university.

Other highlights include spring enrollment is slightly down; however, the retention rate has increased to 69%. Following a video presentation on the University Track Centers, Dr. Mottet introduced Mss. Weiss and Clemmensen who have helped pioneer the University Track Centers; Mr. Bailey and Ms. Hund for their assistance in preparing the video; and Mr. Hoye and Ms. Holliday for their support with the initiative. Dr. Mottet reported efforts continue to address FY 2019 budget challenges through the work of the Presidential Budget Advisory Council to resolve the gaps. He concluded his remarks by introducing Coach Leomiti who was recognized by the American Football Coaches Association as the 2018 NCAA Division II Coordinator of the Year.

At the direction of Dr. Mottet, Mr. Spiecker explained the proposed modifications to the leave use and reporting policy to reduce unnecessary paperwork with elimination of calendars and to ensure consistency with current regulations and law. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Syron seconded; and the motion carried unanimously.

Dr. Frank commended Dr. Mottet and the CSU-Pueblo faculty and staff for the high level of engagement during the meeting that reflects the positive changes occurring on the campus. On behalf of the Board, Chair Munn echoed Dr. Frank's comments.

## COLORADO STATE UNIVERSITY CAMPUS REPORTS

*Student Report:* Governor Syron provided updates on the decriminalization efforts for student noise violations; the results of the occupancy survey and a public awareness campaign to promote a ME+3 ordinance; potential development of an environmental module; and the plan to improve the same day party registration process. Governor Syron recently attended the Student Veterans of America conference where he accepted an award on behalf of Dr. Frank in recognition of CSU's veterans programs. Dr. Frank noted that Chief of Staff Mark Gill, Assistant Chief of Staff Maggie Walsh, and Marc Barker, Director of Adult Learner and Veterans Services, are responsible for the success of CSU's veterans programs.

*Faculty Report:* On behalf of the faculty, Governor Lenk expressed appreciation for the Presidential Search Advisory Committee's work that addressed the values and mission of a land grant and premier research institution. Based upon concerns on the new bullying policy, a survey will be forthcoming to solicit feedback on the performance and effectiveness of the University Grievance Officer to consider modifications to improve accessibility and to help resolve issues in a timelier manner. Governor Lenk is participating on a task force to evaluate the potential for new programs in the growing eSports industry. Other updates include the Statistics Dept. has revamped the statistics courses to create pathways and utilize technology tools to develop student skills for specific majors; and investments have been made in supervisor training that is occurring on campus.



*President's Report:* Dr. Frank highlighted from the written report the innovation and economic prosperity award presented to CSU by the Association of Public and Land-grant Universities; the creation of the Lamborn-Hughes Institute by the Reinvention Collaborative; the Free App Day with over 5,500 applications received of which more than a third were first generation students; the hiring of Dr. Stromberger as the new Dean of the Graduate School and Dr. Jackson as the Interim Vice President for External Relations; and the FY 19 faculty salary equity study that shows no significant gaps at any rank. An *In Fact* booklet that provides data on various key areas was circulated. When asked about the partnership with the Colorado Attorney General's Office on civics education, the response was the project to promote financial awareness concerns, such as elder abuse and financial fraud, is coordinated through the CSU Extension network.

## **CSU-GLOBAL CAMPUS REPORTS**

*Student Report:* Governor Axelson commented on the financial challenges for non-traditional students and the payment options available through CSU-Global Campus. She shared personal examples of how CSU-Global Campus has assisted with scholarships and noted the tuition support received from her employer.

*Faculty Report:* Governor Smith provided an overview of the faculty mentoring process that supports the university's mission through accurate, timely evaluations of faculty. With 145 credentialed General Education faculty to supervise, he provided examples of how the mentoring can be implemented and successful through faculty reviews each term to ensure and assist faculty with meeting expectations. In addition to meeting with faculty, Governor Smith utilizes newsletters and an open-door policy that provide additional opportunities to support faculty.

*President's Report:* Dr. Takeda-Tinker reported the university is in the final stages of completing the 2.0 initiatives. The 2.0 vision for student administration to create a seamless, student experience has been accomplished through developing an innovative and technology-driven self-service model that supports students from enrollment through graduation. She introduced Pamela Toney, Senior Vice President for Operations, who acknowledged the work of the Registrar's Office, Student Financial Services and the technology team who made possible the implementation of the new self-service model. A video was shared to illustrate how the student experience has been enhanced through the new 2.0 innovations with new procedures and customized interactive tools that are designed to be flexible and meet unique individual needs. Dr. Takeda-Tinker thanked Dr. Toney and the staff for their work on the 2.0 initiatives.

In response to prior questions on CSU-Global Campus' #8 national ranking for best online bachelor degree programs and #6 national ranking for best online bachelor degree programs for veterans by *US News and World Report*, Dr. Takeda-Tinker explained that the university loses points in the rankings because CSU-Global does not have tenured faculty and, because the university follows the State of Colorado transfer requirements, transfer students are not required to take standardized exams for entry.

Dr. Takeda-Tinker reported the implementation of the current 2.0 strategic plan is on schedule and will be completed by the end of June as projected. Work has already begun on the FY 2020 and FY 2022 strategic plans.

## **STRATEGIC MAPPING**

Ms. Parsons shared highlights and statistics from the 2019 National Western Stock Show (NWSS) that had a strong CSU presence. Updates were provided on the major procurement of the construction and design teams for the CSU Water and the CSU Center buildings at the National Western Center (NWC), and the next steps of preconstruction demolition with the vertical construction to begin after the 2020



NWSS. The City of Denver is also in the process of procuring construction and design teams. The NWC Authority is managing the overall project. Ms. Parsons recapped the numerous community engagement events that have occurred with the surrounding neighborhoods. A fly through video on the NWC project was viewed.

New programming is being developed for the CSU Todos Santos Center. A mini-retreat focused on programming is being planned for representatives from CSU-Pueblo and CSU.

Ms. Parsons previewed a draft agenda for the June Board retreat that will be held in Denver. The suggestion was made to begin shifting the NWC discussion from the buildings to the programming. Ms. Parsons encouraged the Board to attend the upcoming Water in the West Symposium, the Capital Conference in DC, and the AGB national conference.

## CHANCELLOR'S REPORT

*Legislative Update:* Dr. Frank commented on the in-house legislative process to review all of the proposed state bills and the level of support or action based upon the potential impact to higher education and CSUS. The hearing with the Senate Education Committee for the new Board nominees has not yet been scheduled. Work also continues with the federal relations team and meetings have been scheduled in Washington, DC, with the Colorado delegates during the coming month. Issues that continue to be monitored at the federal level include any potential impacts to research and development budgets, and DACA students.

## REAL ESTATE/FACILITIES COMMITTEE

*Approval of Aylesworth Hall Deconstruction:* Committee Chair Mosher reported there were two matters for action. The first resolution authorizes the deconstruction of Aylesworth Hall which is currently empty with the abatement and deconstruction costs to be paid through Housing and Dining Services. A program plan to redevelop the site with a new facility will be brought to the Board at a future meeting.

**Motion/Action:** Governor Jordan moved to approve; Governor Syron seconded; and the motion carried unanimously. Action on the second matter will be undertaken the following day.

*Sale of Hughes Stadium Property Update:* At the direction of Committee Chair Mosher, Ms. Parsons announced a purchase and sale agreement for the Hughes Stadium property in the amount of \$10 million has been executed with Lennar Colorado, LLC, who will develop the site as residential property. Dr. Frank reminded the Board that the proceeds of the sale will be allocated to the stadium reserve fund. Work continues to determine the exact number of housing sites and the number of units that will be priced below the median price of housing in Fort Collins.

## EXECUTIVE SESSION

Chair Munn indicated that, after a break, the Board would convene in executive session for the Real Estate/Facilities Committee; to receive the litigation report; and to convene the Evaluation Committee.

**Motion/Action:** Vice Chair Tuor made the motion to convene in executive session. Governor Jordan seconded and the motion carried unanimously. General Counsel Johnson read the meeting into executive session for the purposes of discussing the sale or purchase of property; to receive the litigation report and legal advice; and to discuss and evaluate professional employees of the Board, all confidential as set forth in the meeting notice. The meeting recessed for a break at 2:21 p.m. and reconvened in executive session at 2:45 with adjournment for the day at 4:49 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University-Pueblo  
February 8, 2019**

**CALL TO ORDER**

Chair Munn called the meeting to order at 9:02 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; William Mosher; Dean Singleton (via phone); 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; Russell DeSalvo, Board of Governors-appointee; 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, Executive Director of Organizational Culture, 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; Derek Lopez, Grants Program Director, Center for Teaching and Learning, CSU-Pueblo; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Jonathan Poritz, Director, Center for Teaching and Learning, CSU-Pueblo; Mark Swanson, Board of Governors-appointee; Niki Whitaker, Chief of Staff, CSU-Pueblo

Prior to the meeting, a presentation was made during breakfast by Drs. Soder Hodge, Lopez and Poritz on the MAESTRO program and Online Educational Resources.

Chair Munn reconvened the meeting and confirmed Governor Singleton had joined the meeting by phone.

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Committee Chair Jordan convened the committee meeting and asked Dr. Miranda to present the report.

*Approval of New Degree Programs and Graduate Certificates:* Dr. Miranda reported the CSU Business Management graduate certificate is a 12-credit program that allows students to transition to an MBA with the coursework counted towards the MBA. The CSU Water Resources graduate certificate is a nine-credit program that provides targeted skills. The CSU-Global Campus Digital Instructional Architecture

graduate certificate is a four-course, 12-credit program designed for instructional designers and provides pathways to several Master degree programs. Board approval is necessary in order for the graduate certificates to qualify for federal financial aid.

The new CSU-Pueblo BA degree in Humanities and Social Sciences has the capacity to individualize the majors that are co-designed by students and their advisors in a flexible, interdisciplinary program. Approval of the graduate certificates and the new BA degree program are on the consent agenda.

*Sabbatical Summaries:* Summary reports were provided on the scholarly activities for the 42 CSU and 11 CSU-Pueblo faculty approved for sabbaticals in 2017-18.

*Approval of CSU Faculty Manual Revision:* The changes to Section E.11 install an appeal process for contracted faculty members who are not at-will employees and have their contracts terminated for cause before the end of the contract. All terminations must be approved by the President. The modifications have been reviewed by the Office of General Counsel and approval is on the consent agenda.

*Approval of Additional Location for CSU-Pueblo Programs:* The CSUS is establishing a Collaboration Campus with Arapahoe Community College in Castle Rock and the request is to add the Collaboration Campus as an additional location for CSU-Pueblo to deliver instructional programs. Board approval is required by HLC for new CSU-Pueblo sites. Approval is on the consent agenda.

*Approval of CSU-Pueblo Restructuring of Health Sciences:* Based upon organizational shifts, the action item presented is to rename the School of Nursing to the School of Nursing and Health Sciences and to rename the Department of Exercise Science, Health Promotion and Recreation to the Department of Exercise Science, Physical Education and Recreation. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Mosher seconded; and the motion carried unanimously.

#### **REAL ESTATE/FACILITIES COMMITTEE** *(continued)*

*Acquisition of Real Property – 4747 National Western Drive, Denver, Colorado:* Committee Chair Mosher read the matter for action to approve the acquisition of the property and to authorize the Chancellor to sign the necessary contracts to consummate the transaction. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Syron seconded; and the motion carried unanimously.

#### **CONSENT AGENDA**

*Settlement Agreement Authorization:* General Counsel Johnson read the matter for action to grant authorization to the President of Colorado State University to execute the settlement agreement as discussed in executive session. **Motion/Action:** Governor Jordan moved to approve; Vice Chair Tuor seconded; and the motion carried unanimously.

Chair Munn confirmed the consent agenda was correct as presented. **Motion/Action:** Governor Syron moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

The next meeting is scheduled for May 7-8, 2019, at Colorado State University in Fort Collins. With no further business to come before the Board, the meeting was adjourned at 9:18 a.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM SPECIAL MEETING  
Denver Westin International Airport  
Conference Facilities, Level II, Pine Room  
March 11, 2019**

**ATTENDANCE**

**Board of Governors Members Present:** D. Rico Munn, Chair; Nancy R. Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Dean Singleton; William Mosher; and Steven Gabel

**Administrators, Staff and Search Firm Member Present:** Melanie Geary, Executive Assistant; Adam Fedrid, IT Technician; Amy Parsons, Executive Vice Chancellor, CSU System (for part of the meeting); Tony Frank, Chancellor, CSU System, and President, Colorado State University (for part of the meeting); Henry Sobanet, Chief Financial Officer, CSU System (for part of the meeting); Jason Johnson, General Counsel, CSU System; Laurie Wilder, Parker Executive Search

**CALL TO ORDER**

Chair Munn called the meeting to order at 8:04 a.m.

The Board discussed the agenda for the meeting and then moved to convene in executive session.

**Motion/Action:** Vice Chair Tour made the motion; Governor Gabel seconded and the motion carried unanimously. General Counsel Johnson read the Board of Governors into executive session for the purposes of discussing and protecting confidential applicant information; to interview and consider the qualifications of applicants as the Board contemplates the appointment of the next President of Colorado State University, and to receive legal advice on specific questions from the committee, all which is confidential under C.R.S. § 24-6-402(3)(a)(II), 3(a)(III), 3(b)(I) and (3.5). The Board of Governors convened in executive session of the Evaluation Committee at 8:06 a.m.

The Board of Governors came out of executive session of the Evaluation Committee at 2:43 p.m. and then moved to go into executive session to receive legal advice from General Counsel Johnson on pending litigation. **Motion/Action:** Governor Mosher made the motion; the motion was seconded and unanimously carried. General Counsel Johnson read the meeting into executive session to receive legal advice relating to pending litigation, specific claims or grievances, and to receive legal advice on specific legal questions, which is confidential pursuant to C.R.S. § 24-6-402 (3) (a) (II). The meeting convened in executive session at 2:45 p.m. and came out of executive session at 2:50 p.m.

With no further business, the meeting adjourned at 2:52 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM SPECIAL MEETING  
Colorado State University System, Denver  
March 15, 2019**

**CALL TO ORDER**

Chair Munn called the meeting to order at 9:30 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Steven Gabel; William Mosher; Dorothy Axelson, Student Representative, CSU-Global Campus; Barry Smith, Faculty Representative, CSU-Global Campus; Tristan Syron, Student Representative, CSU; and Wes Taylor, Student Representative, CSU-Pueblo

**Administrators present:** Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; Henry Sobanet, Chief Financial Officer, CSU System

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

**Guests present:** Mike Hooker, Director, Public Relations, CSU; Pam Jackson, Interim Vice President for External Relations, CSU; Tiana Nelson, Director, Communications and Partnerships, CSU System

Chair Munn convened the meeting and a verbal roll call was conducted. He indicated the only agenda item was to consider the work of the CSU Presidential Search Advisory Committee and asked Vice Chair Tuor, chair of the search advisory committee, for an update.

Vice Chair Tuor provided an overview of the composition of the 16-member search advisory committee and the work completed during the past several months, which included 16 hours of campus and community stakeholder listening sessions, to consider the selection of a finalist to replace Dr. Frank as CSU President. With assistance by Parker Executive Search, the job description and announcement were prepared and published to open the position. Over 80 applications were received and initial interviews were held by the search advisory committee with ten qualified applicants, and the search advisory committee recommended qualified applicants who were interviewed by the Evaluation Committee of the Board of Governors.

Chair Munn thanked Vice Chair Tuor and the search advisory committee for their work and acknowledged the Fort Collins community for their support during the search process. He asked for a motion to move forward a candidate as a finalist. At the direction of Chair Munn, a formal motion was read: "Moved that the Board of Governors names Joyce McConnell as the finalist under consideration for the position of President of Colorado State University." Hearing no further discussion, Chair Munn called for the vote. **Motion/Action:** Vice Chair Tuor made the motion to approve; Governor Mosher seconded; and the motion carried unanimously.

General Counsel Johnson explained the next steps are to publish the notice of the action and, after the required 14-day waiting period, a Board of Governors meeting will be held to consider the formal appointment of Ms. McConnell. Dr. Frank added that public relations announcements will be issued to the community. With no further business to come before the Board, the motion was made to adjourn and the meeting adjourned at 9:40 a.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM SPECIAL MEETING  
Colorado State University, Fort Collins  
March 29, 2019**

**CALL TO ORDER**

Chair Munn called the meeting to order at 10:10 a.m.

**ROLL**

**Governors present:** D. Rico Munn, Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary (via phone); Steven Gabel; William Mosher; Dean Singleton; Margarita Lenk, Faculty Representative, CSU; Barry Smith, Faculty Representative, CSU-Global Campus (via phone); Tristan Syron, Student Representative, CSU

**Administrators present:** Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; Jason Johnson, General Counsel, CSU System; 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; Wayne Hall, IT Technician; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

**Special Guest present:** Joyce E. McConnell, Finalist for President, Colorado State University

**Other Staff and Guests present:** Wout Bouckaert, Equipment Manager, CTV, CSU; Dan Bush, Vice Prost, Provost's Office, CSU; Brian Buss, Videographer, External Relations, CSU; Jody Donovan, Dean of Students, Office of Vice President of Student Affairs, CSU; Kathy DuQuoin, Executive Assistant, Provost's Office, CSU; John Eisele, Photographer, External Relations, CSU; Laura Giles, Associate Executive Director, Housing & Dining, CSU; Mark Gill, Chief of Staff, CSU; Staci Grony, Director, DER, CSU; Alex Gusdorf, Student, External Relations, CSU; Paula Hadley, Executive Assistant/Business Officer, Office of Vice President of Enrollment & Access, CSU; Janae Hancock, Reporter, CTV, CSU; Mike Hooker, Director, Public Relations, CSU; Blanche Hughes, Vice President for Student Affairs, CSU; Pam Jackson, DER, CSU; Laura Jensen, Vice Provost, Provost's Office, CSU; Tiffani Kelly, Assistant Director, SDPS-NACC; Rita Knoll, Executive Assistant, Provost's Office, CSU; Mimi Lewis, Executive Assistant, Office of Vice President of Student Affairs, CSU; Becca McCarty, Coordinator, OEO, CSU; Maggie Miranda-Birt, Executive Assistant, Office of Vice President for Student Affairs, CSU; Jan Nерger, Dean, CNS, CSU; Kim Okamoto, Office Manager, Office of Vice President of Student Affairs, CSU; Hannah Penland, Program Manager, Housing, CSU; Robert Peters, Director, LSC, CSU; Kathy Phifer, External Relations, CSU; Diana Prieto, Associate Vice President, Human Capital, CSU; Emily Rogers, Coordinator, OEO, CSU; Alan Rudolph, Vice President, Office of Research, CSU; Kathy Sisneros, Assistant Vice President, Office of the Vice President of Student Affairs, CSU; Acacia Springsteen, Administrative Assistant, Office of Vice President of Student Affairs, CSU; Mari Strombom, Executive Director, Housing & Dining, CSU; Cori Wong, Assistant Vice President, Office of the Vice President for Diversity, CSU

Chair Munn explained that the Board of Governors (Board) met on March 15, 2019, and named a finalist for the position of President of Colorado State University. In accordance with Colorado statute, the Board



waited fourteen (14) days before reconvening to consider taking action. Chair Munn asked Dr. Frank to provide an overview of the search process.

Dr. Frank recalled the recent decision for him to step down from serving as President of Colorado State University and to assume the exclusive role as Chancellor of the CSU System. The Parker Executive Search firm was engaged to assist with a national search and a search advisory committee was designated with representation from across the campus and community. Upon completion of numerous listening sessions on campus and other locations, the position description was developed and the position was advertised in December 2018. After the search process was closed, the search advisory committee reviewed the 80 applications that were received; interviewed 11 candidates; and moved forward qualified applicants. The Board interviewed three qualified applicants and selected one applicant as a finalist.

Dr. Frank shared Ms. McConnell's background and confirmed the background and education checks were completed. He recommended Ms. McConnell be appointed as the 15<sup>th</sup> President of Colorado State University.

Chair Munn read the motion to appoint Ms. McConnell as the President of Colorado State University and to authorize the Chancellor, in consultation with General Counsel and the Board Chair, to negotiate the employment contract with the Board Chair authorized to execute said agreement. **Motion/Action:** Governor Lenk moved to approve; Governor Syron seconded; and the motion carried unanimously. On behalf of the Board, Chair Munn thanked the search advisory committee and welcomed Ms. Connell.

Ms. McConnell expressed her appreciation for the honor to serve as the new President of Colorado State University. She acknowledged Dr. Frank's accomplishments during his tenure as the CSU President and thanked him for his support. Ms. McConnell also thanked the university community for the welcome.

With no further business to come before the Board, the meeting adjourned at 10:26 a.m.

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

**MATTER FOR ACTION:**

The Board of Governors of the Colorado State University System (the “Board”) Approval of the Addition of an Optional Fund Plan Sponsor/Record keeper to the Board’s Executive Longevity Plan

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors authorize the addition of an optional fund sponsor/record keeper, the Teachers Insurance and Annuity Association (TIAA) to the Board’s Executive Longevity Plan.

FURTHER MOVED, that the Chancellor of the Colorado State University System, in consultation with the General Counsel, is authorized to sign any documentation necessary to implement the addition of this optional fund sponsor/record keeper under the Plan and to select the individual funds that will be available under the Plan.

**EXPLANATION PRESENTED BY:** Tony Frank, President of CSU and Chancellor of the CSU System.

On August 29, 1991, the Board authorized the creation of the Board’s Executive Longevity Plan (the “Plan), and that plan was established in 1992. The Plan provides investments for deferred compensation amounts designated by the Board for the Chancellor of the CSU System, the Presidents of the System institutions, and any other executive positions specifically designated by the Board. The Plan complies with applicable regulations of the Internal Revenue Code, and has been updated from time-to-time in light of changes to the Internal Revenue Code.

The current outside consultant and sole fund sponsor/record keeper for the Plan is the Variable Annuity Life Insurance Company (VALIC). In order to provide additional choices in the selection of investment opportunities under the Plan, TIAA will be added as an optional fund sponsor/record keeper under the Plan, and TIAA has agreed to serve in that capacity.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

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

\_\_\_\_\_  
 Date

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Consent Item

MATTERS FOR ACTION:

New Degree Program: Professional Science Master's in Biomanufacturing and Biotechnology

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the Walter Scott, Jr. College of Engineering to establish a New Degree Program: Professional Science Master's in Biomanufacturing and Biotechnology in the Department of Chemical and Biological Engineering. If approved, this degree will be effective Fall Semester 2019.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.

Board of Governors of the Colorado State University System  
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Consent Item



**Colorado State University**

**NEW PROGRAM PROPOSAL**

**PROFESSIONAL SCIENCE MASTER'S IN  
BIOMANUFACTURING AND BIOTECHNOLOGY**

**Program available to students:** Fall 2019

**College:** Walter Scott, Jr. College of Engineering

**Department/Unit:** 1370 – Chemical and Biological Engineering

**Academic Level:** Graduate

**Program Type:** Degree

**Degree Type:** Master's

**Program Title:** Professional Science Master's in Biomanufacturing and Biotechnology

**Program Description**

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.

**Program Catalog Copy**

The Professional Science Master's in Biomanufacturing and Biotechnology is ideal for students who want to prepare for careers in a variety of industries that use bioprocesses, biomanufacturing, and 2

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biotechnology. The program is also designed to provide opportunities for professionals working in these industries to get the training they may need to advance in their careers. The program includes a balanced combination of bioscience courses, engineering courses, and business courses, appropriate for students with either a science or engineering background. The program culminates with an internship experience at a partnering organization, company, government entity, or non-profit, where the student puts into practice their bioscience, engineering, and business training.

**Offered as:** Main Campus Face-to-Face

### **Justification for Request**

The justification for this request is to (1) address an unmet student demand, and (2) to leverage existing expertise to contribute to the growing industries that apply bioscience and biotechnology, particularly in Colorado.

The Department of Chemical and Biological Engineering frequently has inquiries from early career professionals working in biotechnology companies. These include, for example, those working in biofuels and biopharmaceutical companies. These individuals are often seeking admission to our Master's degree programs in Chemical Engineering, so that they can achieve some career advancement goals. However, because they do not have undergraduate degrees in Chemical Engineering, (often they have degrees in chemistry, microbiology, or some other science background) the prerequisite burden requires that they take at least two years of engineering coursework at the undergraduate level to prepare for our graduate-level courses. Many of these applicants would benefit much more from a degree that combines science, with accessible engineering courses, and business courses.

The PSM degree in Biomanufacturing and Biotechnology will enhance CSU's engagement with the growing bioscience industry in Colorado. We have engineering students who perform internships at local bioscience companies, or who come back to school from these companies. Combining business training and an internship with advanced science and engineering in this new degree program is an opportunity for CSU to have an impact on workforce development for this growing and important sector of the Colorado economy, and the economy of our nation.

### **Program Level Learning Objectives**

Graduates will demonstrate:

1. A working knowledge of the core areas of biochemistry, including genetics, structural biology, cell biology, and molecular biology. (BC 411, 563, 565, and 571)
2. Ability to apply engineering problem solving and design skills to analyze, design, and optimize continuous and batch bioprocesses for production and purification of value-added products. (CBE 504, 505, and 522)

CSU-Fort Collins -New Degree: Professional Science Master's in  
Biomanufacturing and Biotechnology

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3. Professional leadership, communication, and strategic decision-making skills. (BUS 500, 601, 620, and elective BUS 626/640/655)

4. Ability to integrate current bioscience, engineering, and business theory and techniques into their knowledge base and professional pursuits. (CBE 687)

5. Ability to identify ethical issues in business and biotechnology, and understand the ethical implications of practicing their profession in society. (CBE 504, BUS 620, and CBE 687)

### Program Requirements

<u>First Year</u>		
	<b>Fall</b>	<b>Credits</b>
BC 411	Physical Biochemistry	4
BC5 63	Molecular Genetics	4
BUS 500	Business Systems and Processes	2
	Total Credits	10
<b>Spring</b>		
BC 565	Molecular Regulation of Cell Function	4
BC 571	Quantitative Biochemistry	1
BUS 601	Quantitative Business Analysis	2
	Select a 3-credit technical elective from:	3
BIOM 525	Cell and Tissue Engineering	
CBE 570	Biomolecular Engineering/Synthetic Biology	
GES 542	Biobased Fuels, Energy, and Chemicals	
	Total Credits	10
<u>Second Year</u>		
<b>Fall</b>		
BUS 614	Accounting Concepts	2
BUS 620	Leadership and Teams	2
CBE 504	Fundamentals of Biochemical Engineering	3



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CBE 505	Biochemical Engineering Laboratory	2
CBE 522	Bioseparation Processes	3
Select a 2-credit business elective from:		2
BUS 626 <sup>1</sup>	Managing Human Capital	
BUS 640	Financial Principles and Practice	
BUS 655	Marketing Management	
Total Credits		13
<b>Spring</b>		
CBE 687	Internship	7
Total Credits		7
Program Total Credits:		40

<sup>1</sup> Offered Spring Term Only.

Board of Governors of the Colorado State University System  
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Consent Item

MATTERS FOR ACTION:

Graduate Certificate in Artificial Intelligence & Machine Learning

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve Graduate Certificate in Artificial Intelligence & Machine Learning.

EXPLANATION:

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

The Graduate Certificate in Artificial Intelligence and Machine Learning will provide students with opportunity to upskill in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will develop the ability to analyze and associate artificial intelligence principles into scenarios that are used in representing reasoning and uncertainty in a perceptive environment. Students will learn how to utilize techniques that can be used for image analysis and deconstruction, and how to apply statistical techniques to build models that can provide for accurate representations of knowledge uncertainty for a given scenario. Finally, students will gain the ability to apply knowledge in artificial intelligence and machine learning in order to implement holistic solutions for a given problem or scenario.

This certificate provides a skill set allowing students to demonstrate their technical capabilities in applying AI and machine learning concepts required to meet the 30.6% increase in AI-related jobs. There are various applications of AI and machine learning in the IT field including: software development, big data analysis, distributed computing, and blockchain applications.

CIP Code: 11.0701



**Request approval for a new graduate certificate in Artificial Intelligence & Machine Learning**

**Program Title:** Graduate Certificate in Artificial Intelligence & Machine Learning

**Degree Type:** Graduate

**STEM:** Yes (ICE)

**Recommended CIP Code:** 11.0701

**Program Chair/Program Manager:** Dr. Charles Lively, PC / Dr. Tony Contento, PM

**Certificate Description:**

The Graduate Certificate in Artificial Intelligence and Machine Learning will provide students with necessary skills in the areas of programming, artificial intelligence, computer vision, and machine learning. This certificate will provide students with the ability to analyze and associate artificial intelligence principles into scenarios that are used in representing reasoning and uncertainty in a perceptive environment. Students will learn how to utilize techniques that can be used for image analysis and deconstruction, and how to apply statistical techniques to build models that can provide for accurate representations of knowledge uncertainty for a given scenario. Finally, students will gain the ability to apply knowledge in artificial intelligence and machine learning in order to implement holistic solutions for a given problem or scenario.

**Certificate Outcomes:**

1. Identify principles and techniques associated with search methods in artificial intelligence.
2. Evaluate the effects of uncertainty in a probabilistic setting using artificial intelligence techniques.
3. Analyze technical mechanisms used to deconstruct an image for modeling.
4. Apply techniques that can be used to represent uncertainty in a system.
5. Implement machine learning models for a given scenario.

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**Certificate Eligibility:**

Students are eligible to pursue this certification as long as they have previously taken an advanced course in Discrete Mathematics, and an advanced course in Advanced Probability and Statistics.

**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 certification in Foundations of Artificial Intelligence & Machine Learning certification is well-aligned with our mission.

**Rationale for offering certificate:**

The demand for industry experts with experience in Artificial Intelligence will rise with the need for Software Developers and Programmers. There is an expected increase of more than 24% from 2016 to 2026, with over 302,500 new jobs that will be needed in the Software Development field (BLS, 2018). CSU-Global is committed to providing adult, non-traditional students with the opportunity to enter this market by providing them with a certification in Artificial Intelligence & Robotics.

In recent studies, researchers have demonstrated the increased demand for Artificial Intelligence related-jobs over the past three years. Specifically, there has been a 30.6% increase in AI-related job postings from the period of January 2017 to January 2018 (Culbertson, 2018). This increase in AI-related positions indicates a much larger job growth than the expected rate for general Software Development and Programming positions (24%). Several technology companies, such as Google, IBM, and Microsoft, have all noted that the increase in AI-related skills will require a workforce with a new skill set focused in this area (Lomas, 2018). Gartner Research has estimated that by 2020, 2.3 million jobs will be created in the area of AI, in addition to approximately 1.8 million existing jobs (Van der Meulen, 2017). Additionally, the current trends in AI have pointed toward there being an increased need for understanding how to connect API's with AI and ML algorithms in a holistic manner (MSV, 2018).

CSU-Global's Artificial Intelligence and Machine Learning Certificate will enable graduate students to pursue careers in software development and machine learning that focuses on artificial intelligence concepts. This certificate provides a skill set that allows students to demonstrate their technical capabilities to apply AI and machine learning concepts. There are various applications of AI and machine learning in the IT field including: software development, big data analysis, distributed computing, and blockchain applications.

**Industry Reviewers**

Mike Shwe, Product Manager, Google

Mark McNasby, CEO, Ivy.ai

Jared West, IT and Project Manager, East-West Partners

Mike Steinke, IT Manager, City of Wheatridge, CO

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Peter Dellgren, Enterprise Architect, Long View Consulting

Randy Kuehntopp, IT Director, Colorado Imaging Associates

Kevin Mobalade, Founder, Drofika Laboratories

Kevin Chaney, Robotic Automation Manager, EXL

### **Industry Leader Comments**

The IT programmatic advisory board agrees that the addition of a Certificate of Science in Artificial Intelligence & Machine Learning will benefit CSU-Global and the IT field. This program will enable students to gain the knowledge and applied training needed to pursue specialized positions in the industries such as software development, robotics, software engineering, and software analyst positions.

A number of industry experts have provided feedback on the proposed program. Based on their feedback, the Program Chair will ensure a number of applied activities related to artificial intelligence and machine learning are used in the program; there will be strong incorporation of python as the ML language for the courses, and advanced math prerequisites have been included to ensure a sound mathematical foundation.

### **Budget Summary:**

CSU-Global faculty members have collaboratively outlined the courses required for a Graduate certificate in Artificial Intelligence. This is based on competitive program information, faculty-industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

The curriculum will be developed by CSU-Global with existing and new faculty members. There is no cost for the development of these courses. The assumptions behind these financial predictions are that student enrollments will be 20 the first year, 40 the second, 50 the third, 70 the fourth, and 100 the fifth. The current per credit cost is \$500 per credit for graduate tuition with a total of \$6,000 per student. Students are required to complete 15 credits for this program and will complete the certificate in one-year based on these calculations.

### Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$120,000	\$240,000	\$300,000	\$420,000	\$600,000	\$1,680,000
Total Dev Costs	\$0	0	0	0	0	0
Net Income	\$120,000	\$240,000	\$300,000	\$420,000	\$600,000	\$1,680,000

**Projected Launch:** Summer, 2020

#### Courses (Overview):

This certificate provides knowledge in concepts and skills associated with Artificial Intelligence and Machine Learning. This certificate consists of five graduate courses that focus on software development, artificial intelligence, and machine learning, and IT Management.

#### Course 1

##### CSC500 Principles of Programming (Existing in BSAILM)

In this graduate course, students are provided with a detailed overview of fundamental programming, design and testing concepts. Students are introduced to programming constructs and learn how to plan and create basic programming applications. Students will develop applications using common programming structures, which include conditional statements, switches, loops, iteration control structures, and arrays.

**Prerequisite: None**

#### Course Learning Outcomes

1. Explain the terminology used in programming and the tasks performed by a programmer.
2. Develop applications using variables, constants, selection structures, and repetition structures.
3. Implement a solution that uses arrays and arraylists.



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4. Identify constructs for reading and writing of text files in programming.
5. Develop an application using function procedures and string manipulation

## **Course 2**

### **CSC505 Principles of Software Development (Existing in BSAIML)**

This graduate course provides students with an integrated and detailed approach to programming and software development principles. Students will understand the purpose of object-oriented software topics and pertinent software development principles. Topics included for this course focus on core programming concepts, data structures, methods, classes, and software models.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify software development models.
2. Create algorithms to solve a specific software problem.
3. Utilize basic data types in a software application
4. Identify conditional and repetitive data structures in programming.
5. Implement an application that utilizes appropriate data structures to solve a given programming problem.
6. Discuss the differences in software development models.
7. Select an appropriate software development model to solve a specific software problem.

## **Course 3**

### **CSC510 Foundations of Artificial Intelligence (Existing in BSAIML)**

In this graduate course, students will apply the principles associated with Artificial Intelligence (AI). Students will determine how to utilize structures to represent graphs associated with data exploration. Students will gain an understanding of how to effectively apply knowledge representation and techniques associated with AI reasoning. Topics that students will explore include techniques used to efficiently apply game theory, integer programming, continuous optimization, and probability analysis.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify intelligent search methods for a specific Artificial Intelligence problem.
2. Determine an effective solution to solve a search problem using computational theories.
3. Discuss the effects of intelligent decision-making in knowledge representation.

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4. Implement solutions that utilize propositional logic and first-order logic.
5. Demonstrate using Bayesian probability to represent uncertainty in Artificial Intelligence.
6. Implement a solution that utilizes symbolic planning.
7. Identify concepts associated with machine learning.

#### **Course 4**

##### **CSC525 Principles of Machine Learning (Existing in BSAIML)**

In this course, students will examine concepts and theories in machine learning. Students will explore foundational topics that include: supervised and unsupervised learning, learning theory, reinforcement learning, and adaptive control. Students will gain an understanding of applications of machine learning in areas of data mining, human-computer interaction, natural language processing, and computer vision.

**Prerequisite:** CSC510 Artificial Intelligence

##### **Course Learning Outcomes:**

1. Identify applications of machine learning for various areas.
2. Select appropriate machine learning techniques for a given scenario.
3. Identify the characteristics of a given dataset for solving a machine learning problem.
4. Implement machine learning techniques for a given application.
5. Apply learning theory techniques for a given scenario.
6. Compare strategies to solve an adaptive control problem for a given scenario.
7. Implement a solution to solve an unsupervised learning problem.

##### References:

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MATTERS FOR ACTION:

Master of Science in Artificial Intelligence & Machine Learning

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of Science in Artificial Intelligence & Machine Learning.

EXPLANATION:

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

The Master of Science in Artificial Intelligence and Machine Learning degree will advance the knowledge of professionals in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will gain a detailed understanding of software development, artificial intelligence, and machine learning principles, and how they can be used to create a representation our world for deeper critical analysis. They will also gain the ability to study scenarios and apply appropriate techniques for data analysis and processing, and an understanding of the principles associated with applying machine learning techniques to various areas in computer science and information technology. Additionally, students are provided with the technical capabilities to apply mathematical, statistical, and programming techniques in the realm of artificial intelligence and machine learning.

CSU-Global's Master of Science in Artificial Intelligence and Machine Learning degree will enable graduate students to pursue on of the 2.3 million positions created software development and machine learning that focus on artificial intelligence concepts. This degree provides students with the required hand-on skills to demonstrate their technical capabilities in software development, Artificial Intelligence, and Machine Learning concepts.

CIP Code: 11.0701



**Request approval for a new Master of Science degree in Artificial Intelligence & Machine Learning**

**Program Title:** Master of Science in Artificial Intelligence & Machine Learning

**Degree Type:** Graduate

**STEM:** Yes (ICE)

**Recommended CIP Code:** 11.0701

**Program Chair/Program Manager:** Dr. Charles Lively, PC / Dr. Tony Contento, PM

**Program Description:**

The Master of Science in Artificial Intelligence and Machine Learning degree will advance the knowledge of professionals in the areas of programming, artificial intelligence, computer vision, and machine learning. Students will gain a detailed understanding of software development, artificial intelligence, and machine learning principles, and how they can be used to create a representation our world for deeper critical analysis. They will also gain the ability to study scenarios and apply appropriate techniques for data analysis and processing, and an understanding of the principles associated with applying machine learning techniques to various areas in computer science and information technology. Additionally, students are provided with the technical capabilities to apply mathematical, statistical, and programming techniques in the realm of artificial intelligence and machine learning.

**Program Outcomes:**

1. Use principles and techniques associated with software development.
2. Apply artificial intelligence principles as needed for a given problem or scenario.
3. Apply machine learning principles to solve a specific problem or scenario.
4. Develop solutions that are capable of modeling human behavior.
5. Implement a solution that combines artificial intelligence and machine learning principles.
6. Evaluate the performance of applications in artificial intelligence and machine learning domains.

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**Program Eligibility:**

Students are eligible for earning this degree program as long as they taken an advanced course in Discrete Mathematics, and an advanced course in Probability and Statistics.

**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 Master's degree in Artificial Intelligence & Machine Learning is well-aligned with our mission.

**Rationale for offering the degree program:**

The demand for industry experts with experience in Artificial Intelligence will rise with the need for Software Developers and Programmers. There is an expected increase of more than 24% from 2016 to 2026, with over 302,500 new jobs that will be needed in the Software Development field (BLS, 2018). CSU-Global is committed to providing adult, non-traditional students with the opportunity to enter this market by providing them with a training in Artificial Intelligence & Robotics.

In recent studies, researchers have demonstrated the increased demand for Artificial Intelligence related-jobs over the past three years. Specifically, there has been a 30.6% increase in AI-related job postings from the period of January 2017 to January 2018 (Culbertson, 2018). This increase in AI-related positions indicates a much larger job growth than the expected rate for general Software Development and Programming positions (24%). Several technology companies, such as Google, IBM, and Microsoft, have all noted that the increase in AI-related skills will require a workforce with a new skill set focused in this area (Lomas, 2018). Gartner Research has estimated that by 2020, 2.3 million jobs will be created in the area of AI, in addition to approximately 1.8 million existing jobs (Van der Meulen, 2017). Additionally, the current trends in AI have pointed toward there being an increased need for understanding how to connect API's with AI and ML algorithms in a holistic manner (MSV, 2018).

CSU-Global's Master of Science in Artificial Intelligence and Machine Learning degree will enable graduate students to pursue careers in software development and machine learning that focus on artificial intelligence concepts. This degree provides students with the required hand-on skills to demonstrate their technical capabilities in software development, Artificial Intelligence, and Machine Learning concepts. Students will experience various applications of AI and machine learning, which include software development, big data analysis, distributed computing, and blockchain applications.

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**Industry Comparison**

Institution		Cost
Carnegie Mellon University	Masters of Science in Machine Learning	47,470 per year (1.5 -2 year duration)
Carnegie Mellon University	Masters of Science in Artificial Intelligence and Innovation	\$102,500 (total for 4 semesters)
Northwestern University	Masters of Science in Artificial Intelligence	\$69,652 (total cost)
University of Georgia	Masters of Science in Artificial Intelligence	\$33,957 per year (1.5 -2 year duration)

**Industry Reviewers**

Mike Shwe, Product Manager, Google

Mark McNasby, CEO, Ivy.ai

Jared West, IT and Project Manager, East-West Partners

Mike Steinke, IT Manager, City of Wheatridge, CO

Peter Dellgren, Enterprise Architect, Long View Consulting

Randy Kuehntopp, IT Director, Colorado Imaging Associates

Kevin Mobalade, Founder, Drofika Laboratories

Kevin Chaney, Robotic Automation Manager, EXL

**Industry Leader Comments**

The IT programmatic advisory board agrees that the addition of a Master of Science in Artificial Intelligence & Machine Learning will benefit CSU-Global and the IT field. This program It will enable students to gain the requisite knowledge and applied training needed to pursue specialized positions in the industries such as software development, robotics, software engineering, and software analyst positions.

A number of industry experts have provided feedback on the proposed program. Based on their feedback, the Program Chair will ensure a number of applied activities related to artificial intelligence and machine learning are used in the program; there will be strong incorporation of python as the ML language for the courses, and advanced math prerequisites have been included to ensure a sound mathematical foundation.



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**Budget Summary:**

CSU-Global faculty members have collaboratively outlined the courses required for a Master of Science in Artificial Intelligence based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

The curriculum can be developed by CSU-Global with existing faculty members. The cost of development for the eight new courses required for the program is \$10,000 per course for a total cost of \$80,000. The assumptions behind these predictions are that student enrollments will be 20 the first year, 40 the second, 50 the third, 70 the fourth, and 100 the fifth. The current per credit cost is \$500 per credit for graduate tuition with a total of \$15,000 per student. Students are required to complete 30 credits for this program.

**Financial Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$300,000	\$600,000	\$750,000	\$1,050,000	\$1,500,000	\$4,200,000
Total Development Costs	\$80,000	0	0	0	0	0
Net Income	\$220,000	\$600,000	\$750,000	\$1,050,000	\$1,500,000	\$4,120,000

**Projected Launch:** Summer, 2020

**Courses (Overview):**

This degree provides knowledge in the concepts and skills associated with Artificial Intelligence, Machine Learning, Robotics, and foundational IT Concepts. This Master's degree consists of ten courses total, with eight new graduate courses, covering software development, artificial intelligence, and robotics.

**Course 1****ISM501 IT Management (Existing in MITM)**

In this course, students will be prepared to analyze organizational issues in information technology (IT) and propose the necessary solutions to address business needs. Students gain a detailed understanding of how to manage, oversee, plan and maintain IT systems and resources. Students also learn how to effectively manage IT professionals as either employees or outside consultants. Topics include IT management principles, IT risk management, project management, systems maintenance and leadership.

**Prerequisite: None**

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### **Course Learning Outcomes**

1. Evaluate organizational technology needs and requirements.
2. Analyze existing IT systems for improvement and enhancement.
3. Develop an organizational IT strategy.
4. Apply management principles in supervision and oversight of IT professionals.
5. Describe the value of technology in improving organizational efficiency and workflow.

### **Course 2**

#### **ISM525 Ethical Considerations in Managing Information Technology (Existing in MITM)**

In this course, student will learn about the ethical considerations and issues IT professionals encounter in the workplace related to data, electronic communication, and information security. Students will evaluate and interpret information technology policies and regulations and discuss the implications for ethical decisions by IT professionals and leadership.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Identify legal, ethical, and societal implications of information technology.
2. Determine solutions for IT ethical questions.
3. Analyze ethical situations in information technology.
4. Critique solutions for IT ethical cases.

### **Course 3**

#### **CSC500 Principles of Programming (NEW)**

In this graduate course, students are provided with a detailed overview of fundamental programming, design and testing concepts. Students are introduced to programming constructs and learn how to plan and create basic programming applications. Students will develop applications using common programming structures, which include conditional statements, switches, loops, iteration control structures, and arrays.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Explain the terminology used in programming and the tasks performed by a programmer.
2. Develop applications using variables, constants, selection structures and repetition structures.
3. Implement a solution that uses arrays and arraylists.

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4. Identify constructs for reading and writing of text files in programming.
5. Develop an application using function procedures and string manipulation

#### **Course 4**

##### **CSC505 Principles of Software Development (NEW)**

This graduate course provides students with an integrated and detailed approach to programming and software development principles. Students will gain understanding of the purpose of object-oriented software topics and pertinent software development principles. Topics included for this course focus on core programming concepts, data structures, methods, classes, and software models.

**Prerequisite: None**

##### **Course Learning Outcomes**

1. Identify software development models.
2. Create algorithms to solve a specific software problem.
3. Utilize basic data types in a software application
4. Identify conditional and repetitive data structures in programming.
5. Implement an application that utilizes appropriate data structures to solve a given programming problem.
6. Discuss the differences in software development models.
7. Select an appropriate software development model to solve a specific software problem.

#### **Course 5**

##### **CSC506 Design and Analysis of Algorithms (NEW)**

This graduate course provides students with a foundational knowledge in the design and analysis of algorithms. Students will make use of appropriate data structures. Study of the complexity and analysis of algorithms will be completed focusing on worst case and average case, lower bounds, NP-completeness, and recurrences. Students will explore the complexity of appropriate searching, sorting, and graphing algorithms.

**Prerequisite: CSC505 Principles of Software Development**

##### **Course Learning Outcomes**

1. Identify factors that can affect the lower bound of a solution.
2. Discuss the use of abstract data types in software development
3. Create an application that demonstrate optimal performance.
4. Implement a recursive solution to solve a specific problem.

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5. Develop an application that makes use of appropriate data structures

6. Evaluate the Big-O runtime of an algorithm.

### **Course 6**

#### **CSC507 Foundations of Operating Systems (NEW)**

In this graduate course students will develop a foundational knowledge in operating system concepts. Students will gain a detailed understanding of appropriate operating system constructs that involve OS abstractions and mechanisms. Students will also gain understanding of the constructs of multithreading and resource management in computer systems.

**Prerequisite: CSC500**

#### **Course Learning Outcomes**

1. Identify the resources factors that affect computer system performance.
2. Implement techniques to improve parallelism and latency in an application.
3. Summarize differences between the kernel and user mode in developing key approaches to operating system design and implementation.
4. Explain processes that can be utilized to improve the operating system environment during execution.
5. Use system commands to manage I/O systems and file systems in an operating system environment.

### **Course 7**

#### **CSC510 Foundations of Artificial Intelligence (NEW)**

In this graduate course, students will apply the principles associated with Artificial Intelligence (AI). Students will determine how to utilize structures to represent graphs associated with data exploration. Students will gain an understanding of how to effectively apply knowledge representation and techniques associated with AI reasoning. Topics that students will explore include techniques used to efficiently apply game theory, integer programming, continuous optimization, and probability analysis.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify intelligent search methods for a specific Artificial Intelligence problem.
2. Determine an effective solution to solve a search problem using computational theories.
3. Discuss the effects of intelligent decision-making in knowledge representation.
4. Implement solutions that utilize propositional logic and first-order logic.

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5. Demonstrate using Bayesian probability to represent uncertainty in Artificial Intelligence.
6. Implement a solution that utilizes symbolic planning.
7. Identify concepts associated with machine learning.

### **Course 8**

#### **CSC515 Foundations of Computer Vision (NEW)**

In this Graduate course, students will apply digital image construction and processing. Students will explore topics associated with image formation, image acquisition, and image geometry. Students will be exposed to the techniques required to efficiently analyze images for representation in applicable context scenarios. Students will also apply image processing techniques for filtering and edge detection for image deconstruction.

**Prerequisite:** CSC525 Artificial Intelligence

Course Learning Outcomes:

1. Understand the mathematical tools used in digital image processing and computer vision.
2. Discuss concepts, models and methods in the field of computer vision.
3. Compare multi-scale representation methods in computer vision.
4. Apply edge detection techniques to a given image.
5. Evaluate image filtering techniques for solving a given problem.
6. Analyze the accuracy of several problem-solving methods.

### **Course 9**

#### **CSC525 Principles of Machine Learning- (NEW)**

In this course, students will examine concepts and theories in machine learning. Students will explore foundational topics including supervised and unsupervised learning, learning theory, reinforcement learning, and adaptive control. Students will gain an understanding of applications of machine learning in areas of data mining, human-computer interaction, natural language processing, and computer vision.

**Prerequisite:** CSC510 Artificial Intelligence

Course Learning Outcomes:

1. Identify applications of machine learning for various areas.
2. Select appropriate machine learning techniques for a given scenario.
3. Identify the characteristics of a given dataset for solving a machine learning problem.
4. Implement machine learning techniques for a given application.

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5. Apply learning theory techniques for a given scenario.
6. Compare strategies to solve an adaptive control problem for a given scenario.
7. Implement a solution to solve an unsupervised learning problem.

### Course 10

#### CSC511 Introduction to Neural Networks (NEW)

In this course, students will be provided with an overview of the theories and models that are used to represent neural networks. Students will gain knowledge in developing constructs to evaluate and represent components associated with neural networks and learning algorithms. Topics for this course include propagation, feedforward networks, perceptrons, and self-organizing networks.

**Prerequisite:** CSC510 Artificial Intelligence

Course Learning Outcomes:

1. Evaluate basic neural network constructs.
2. Compare techniques for the processing of data in neural networks.
3. Select numerical computation components used in deep learning problems.
4. Implement components for deep learning networks.
5. Determine associations within a set of patterns.
6. Implement techniques for determining relationships in a neural network.

#### References:

Beam, A. L., & Kohane, I. S. (2018). Big data and machine learning in health care. *Jama*, 319(13), 1317-1318.

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Lomas, N. (2018, February 28). AI will create new jobs but skills must shift, say tech giants. Retrieved August 6, 2018, from <https://techcrunch.com/2018/02/28/ai-will-create-new-jobs-but-skills-must-shift-say-tech-giants/>

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Witt, C., Bux, M., Gusew, W., & Leser, U. (2018). Predictive Performance Modeling for Distributed Computing using Black-Box Monitoring and Machine Learning. *arXiv preprint arXiv:1805.11877*.



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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.6 General Policies Relating to Appointment and Employment of  
Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section E.6 General Policies Relating to  
Appointment and Employment of Faculty

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed amendments assure that Section E.6 is in compliance with changes in other sections of the Manual previously approved by Faculty Council.

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

**E.6 General Policies Relating to Appointment and Employment of Faculty**  
*(last revised ~~May 8, 2015~~ May 8, 2019)*

a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.

b. All faculty members who are on ~~regular full-time or regular part-time appointments and who have not acquired tenure~~ tenure-track appointments, shall be appointed for a period not exceeding one (1) year.

c. All faculty members on ~~special or temporary~~ continuing or adjunct appointments shall be appointed “at will.”

d. Faculty members on ~~multi-year~~ appointments shall be appointed for periods of ~~one (1)~~ two (2) to five (5) years for research and ~~one (1)~~ two (2) to three (3) years for teaching.

1. A multi-year contract does not carry any guarantee that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.

2. Renewal of a multi-year contract does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.

3. Renewal or extension of multi-year contracts may be made at any time during or after the onset of the contract and shall meet the same conditions required for the initial contract as specified in Sections E.2.1.3 ~~and E.2.1.4~~.

4. If the contract is not renewed ~~and the individual was originally ‘at will’ and entered into a multi-year contract~~, employment as a ~~senior teaching or special appointment~~ faculty reverts to will be converted to an ‘at will’ continuing appointment as specified in Sections E.2.1.3 ~~and E.2.1.4~~.

d. If the department head does not propose to reappoint a ~~non-tenured~~ tenure-track faculty member ~~holding a regular full-time or regular part-time appointment~~, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.

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e. A ~~non-tenured~~ tenure-track or contract faculty member ~~holding a regular full-time, regular part-time, or multi-year contract~~ may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty.

Termination may be appealed by following the procedures in Section E.11 (for contract faculty) or Section E.16 (for tenure-track faculty). Such Other disciplinary actions may be grieved as described in Section K.

f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and ~~he or she~~ they must be given the opportunity to submit a written reply.

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MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.11.1 Initiating the Process

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.11.1 Initiating the Process

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-19 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This sentence addition makes certain that the faculty member knows of their rights to appeal termination and where the process for such is outlined.

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

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

**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** (*last revised February 8, 2019* May 8, 2019)

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). At the same time, the Recommender shall notify the faculty member of their right to appeal this recommendation and refer them to Section E.11 of the Manual. 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.

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.12.1 Teaching and Advising

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section E.12.1 Teaching and Advising

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-19 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The proposed changes to the language incorporate recommendations from the UDTS/TILT Task Force Report on Evaluating Teaching Effectiveness and from published evidence on the use and abuse of student feedback in teaching evaluations. The proposed changes in language aim to:

1. Mandate that academic units define teaching effectiveness and the mentoring and evaluation criteria to be used within their codes.
2. Frame the evaluation of teaching effectiveness in units with respect to the department code so that faculty are mentored and evaluated with respect to clearly stated expectations, and not on the basis of inappropriate comparisons to each other.
3. Make clear that student feedback does not constitute an evaluation of teaching effectiveness, but simply student reflections on their experiences in the learning environment in question as the revised course survey tool is designed to capture.
4. Stop the use of student “scores” as the sole or primary basis of the evaluation of teaching effectiveness.

5. Properly frame the place of student feedback in the mentoring and evaluation of teaching effectiveness; faculty reflections upon student feedback and relevant adjustments made to one's approach to teaching are certainly germane as part of the reflective professional development in the classroom, and are germane to the ongoing mentoring and evaluation of teaching. Given this, student feedback must be accessible as part of the mentoring and evaluation process as one component of a teaching portfolio or dossier.



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

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

**E.12.1 Teaching and Advising** (*last revised December 1, 2017* May 8, 2019)

As part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education locally, nationally, and internationally. Toward that end teachers engage learners, transfer knowledge, develop skills, create opportunities for learning, advise, and facilitate students' transfer of knowledge across contexts and their academic and professional development.

Teaching includes, but is not limited to, classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach/engagement; and other activities that organize and disseminate knowledge. Faculty members' supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching and should be included in portfolio materials and be considered as part of the evidence of teaching effectiveness. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study; and mentoring colleagues in any of these activities. Outreach/engagement activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, may be integrated into teaching efforts. These outreach activities include teaching efforts of faculty members with Extension appointments.

Excellent teachers are characterized by their command of subject matter; logical organization and presentation of course material; ability to help students recognize relationships among fields of knowledge; energy and enthusiasm; availability to help students outside of class; encouragement of curiosity, creativity, and critical thought; engagement of students in the learning process; understanding of how students learn and encouragement of effective learning strategies; use of clear grading criteria; and respectful responses to student questions and ideas.

Departments shall foster a culture that values and recognizes excellent teaching and encourages reflective self-assessment. To that end, departmental codes ~~will~~ must, within the context of their disciplines, (1) define effective teaching and (2) describe the process and criteria for evaluating teaching effectiveness. Evaluation of teaching should be designed to highlight strengths, identify deficiencies, and improve teaching and learning.

Evaluation criteria of teaching can include, but are not limited to, quality of curriculum design; quality of instructional materials; achievement of student learning outcomes; and effectiveness at presenting information, managing class sessions, encouraging student engagement and critical thinking, and responding to student work. Evaluation of teaching must involve substantive review of multiple sources of information such as course syllabi; signed peer evaluations; examples of course improvements; development of new courses and teaching techniques; integration of service learning; summaries of how the instructor used information from student feedback to improve course design or instructional delivery, as well as any evidence of the outcomes of such improvements; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and evidence of the use of active and/or experiential learning, student learning achievement, professional development related to teaching and learning, and assessments from conference/workshop attendees. Importantly, student perceptions of the learning environment are, by definition, *not* evaluations of teaching effectiveness and cannot be taken as such; they are simply the student perspectives on their experience in a learning environment. Departments must not use student survey responses as a direct or comparative measure of teaching effectiveness nor use student responses or attendant metrics derived from student responses independent of multiple sources of evidence of teaching effectiveness. The use of student survey responses is appropriate only in the context of multifactorial reviews of multiple resources oriented toward an instructor's continuous improvement in fulfilling our teaching mission. Given this, reflection on, and use of, student perceptions can be one part of instructors' formative development because these perceptions can offer insights into the learning environment that only the students can provide. As such, results from student course surveys should be shared with department heads and promotion and tenure committees and considered only *in context* of a multifactorial review for the purpose of mentoring and evaluating teaching that includes information on courses taught, patterns in student survey responses, and instructors' reflections on such patterns in teaching portfolios that document their accounts of how they have used this and other feedback. Anonymous letters or comments shall not be used to evaluate teaching, except with the consent of the instructor or as authorized in a department's code. Evaluation of teaching effectiveness must take into

account the physical and curricular context in which teaching occurs (e.g., face-to-face and online settings; lower-division, upper-division, and graduate courses), established content standards and expectations, and the faculty member's teaching assignments, in the context of the type and level of courses taught. The University provides resources to support the evaluation of teaching effectiveness, such as structures for observing and offering formative feedback on instructors' teaching practices, systems to create and assess teaching portfolios, access to exemplary teaching portfolios, tools to document and evaluate teaching effectiveness, and professional development programs focusing on teaching and learning.

Effective advising of students, at both the undergraduate and graduate levels, is a vital part of the teaching/learning process. Advising activities include, but are not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects. Advising is characterized by being available to students, keeping appointments, providing accurate and appropriate advice, and providing knowledgeable guidance. Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers. The faculty in each academic unit shall develop specific criteria and standards for evaluation and methods for evaluating teaching and advising effectiveness and shall evaluate advising as part of annual and periodic comprehensive reviews. These criteria, standards, and methods shall be incorporated into departmental codes.

Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.16 Appeal of Early Termination of Tenure-Track 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.16 Appeal of Early Termination of  
Tenure-Track 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:

We are proposing to insert this new section into the Manual. The proposed E.16 above deals with faculty on tenure-track appointments, who are not at-will employees. Thus, the early termination of such an appointment should require more due process than the termination of an at-will employee. This new section creates such due process.

NOTE: This New Section E.16 is being added to the *Manual*.

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

**E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments (New section May 8, 2019)**

A tenure-track 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.16.1. Initiating the Process**

When a Recommendation to the President to terminate a Tenure-Track Faculty Appointment prior to the ending date of the Appointment 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). At the same time, the recommender shall notify the faculty member of their right to appeal this recommendation and refer them to Section E.16 of the Manual. 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.16 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.16.2) 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.16.2 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 Responsibilities and Standing of Academic 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.16.3 Report of the Appeal Committee**

After the completion of the process described in Section E.16.2, 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.16.4 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.



Board of Governors of the Colorado State University System  
Meeting Date: May 7-8, 2019  
Consent Item

MATTERS FOR ACTION:

2018-19 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.8 Student Course Survey

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Section I.8 Student Course Survey

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed revision for the 2018-2019 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

These changes respond to the charge to CoTL from the Faculty Council Executive Committee to propose changes to the student course survey.

- The proposed language reframes the course survey report to end the reporting of item means, replacing this with the appropriate use of frequency distributions.
- The routing of the course survey report and the appropriate use of the course survey in the context of the mentoring and evaluation of teaching is clarified.

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

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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

**I.8 Student Course Survey** (~~last revised December 1, 2017~~ May 8, 2019)

The Student Course Survey is designed to provide formative feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses. If used for teaching mentoring or as part of the evaluation of teaching, the student course surveys must be used only in conjunction with other sources of evidence (see section E.12.1) Thus, these surveys may not be used, in whole or in part, as the primary source of evidence for an instructor's teaching effectiveness and must be treated as one element of limited weight alongside a range of evaluative tools (as mentioned in E.12.1). The use of ~~course~~ student course survey feedback as a stand-alone tool is not an ~~credible~~ acceptable means of evaluating the quality of teaching, and departments are required to use multiple sources of evidence in assessing teaching effectiveness (see section E.12.1).

Each term, course instructors shall conduct at least one student survey of all the courses they teach through a system administered by the University utilizing the standardized University-wide instrument. The use of any of the optional modules of additional questions or custom questions in addition to the core/common university wide instrument is at the discretion of the instructor. Summaries of quantitative responses (in the form of frequency distributions) for each course surveyed shall be posted at <http://coursesurvey.colostate.edu>. Access to the summaries shall be granted to anyone with a CSU ~~eid~~ eID. Access to digital copies of the survey ~~forms~~ report, which includes student comments, shall be granted only to the course instructor(s) and to individuals explicitly granted access by the instructor(s) or as specified by the department code. ~~and to any~~ In situations where other persons are granted access to the report by the department code, the report should be used only in the context of a comprehensive assessment, by which faculty are provided an opportunity to reflect upon student feedback and include additional evidence of teaching effectiveness (see section E.12.1). Costs for conducting and providing access to survey results ~~shall~~ should be shared by the University and the Associated Students of Colorado State University (ASCSU). ASCSU's financial contribution shall not exceed half of the required financial resources to operate this program.

Board of Governors of the Colorado State University System

Meeting Date: May 8, 2019

Consent Item

The Committee on Teaching and Learning is responsible for making recommendations regarding the survey instrument and its use, as well as additional forms of evidence to be used in assessing teaching effectiveness. Changes to the Student Course Survey shall be approved by Faculty Council.

# Section 14

## *Board Chair's Agenda*

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# Section 15

## *Meeting Evaluation*

*This section intentionally left blank*

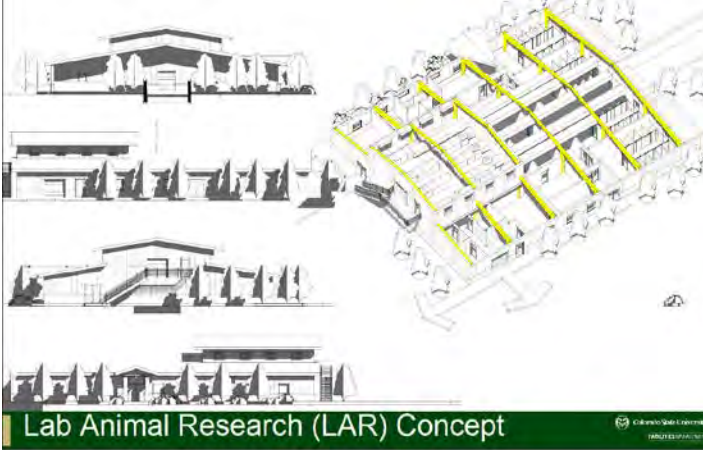


# APPENDICES

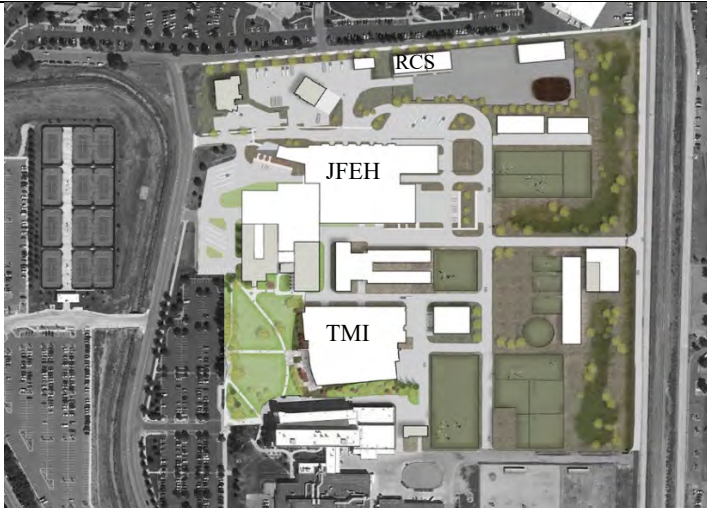

- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

# APPENDIX I






## *Construction Status Reports*



Project	Bonds/Funding		Occupancy	Status as of April 2019
<p>Animal Resource Facility</p> <p>Total Budget: \$6,250,000</p>	<p>\$5,250,000-bond funds</p> <p>General fund, CVMBS, VPR</p> <p>\$1M-VPR cash</p>	 <p>Lab Animal Research (LAR) Concept</p>	TBD	<p>This project will construct a 10,000-12,000 gsf facility to house laboratory animals on South Campus in support of TMI, Animal Cancer Center, Pre-surgical Research Laboratory and VTH.</p> <p>Architect/Engineer selection is underway.</p>
<p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$22,000,000</p>	<p>\$25,000,000-bond funds</p> <p>General fund</p> <p>\$3M to IDRC Central Chiller Plant</p>		Aug 2020	<p>This project will construct a 41,000 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 Summer 2019.</p>
<p>Johnson Family Equine Hospital</p> <p>\$33,400,000</p>	<p>Funding from NWC COPs &amp; Donations</p>		TBD	<p>This project will construct an approximately 86,000gsf Equine Hospital on South Campus.</p> <p>Architect is under contract and design is at DD level. Construction bids in Aug with construction start anticipated in Sept/Oct 2019. Progress of South Campus Infrastructure project could affect construction start date.</p>

Project	Bonds/Funding		Occupancy	Status as of April 2019
<p>South Campus Infrastructure</p> <p>Total Budget: \$7,150,000</p>	<p>\$7,150,000-bond funds</p> <p>General fund</p>		TBD	<p>Relocation of the Remodel and Construction Services shop is the first priority. Design and construction of this facility will be done in-house, by Remodel and Construction Services, with expected completion in October 2019. Roads, utilities and chiller plant expansion to follow.</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>		January 2019	<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 fully occupied.</p>

Project	Bonds/Funding	Occupancy	Status as of April 2019
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$43,600,000</p>	<p>\$34,600,000-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 first phase of state funding (\$4,527,233) was approved for FY 18-19. FY 19-20 funding is pending Long Bill approval.</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 4/01/2019	Description
Corridor Extension @Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds---\$301,000 Building Repair/Replacement-- \$462,500			Construction Completed February 2012	
Occhiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Occhiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued November 3, 2015. All Bid Packages 1, 2, 3, underway-- (Earth work, utilities, foundations, steel frame, electrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area is Substantially Complete. Entire project approximately 99% overall complete to date. Phase 2 Renovation Occupied 2Jan18, grand opening 23Jan18. Phase 3 Ballroom retrofit completed 03/02/18. Entire Project Substantially Complete, on time, on budget.	
Exterior Door Security Access Control at all Academic Buildings, Phase II	\$998,351 Controlled Maintenance		12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project under budget and on schedule. 11 buildings are live on-line. Project is Complete
New General Classroom Building	\$16,000,000 Capital Funds		Construction Start 06/14 Completion 07/15	Completion July 28, 2015. On time and on budget. Classes are in process. G H Phipps Construction Co. - General Contractor Hord-Coplan-Macht Architects	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase 1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016. Press box Completed 6/1/16 (Phase I--Synthetic turf field-- completed and in use.) H. W. Houston General Contractor	

# APPENDIX II

## *Correspondence*



<b>CSUS Board of Governors Correspondence Received</b>				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
2-13-19	Email	Doug Finnman	Hughes Stadium	
2-15-19	Email	Bob Vangermeersch	Athletics	2-15-19

**From:** [Doug Finnman](#)  
**To:** [CSUS Board](#)  
**Subject:** Comments on Sale of Hughes Stadium Site  
**Date:** Wednesday, February 13, 2019 11:17:28 AM

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Dear Members of the CSU Board of Governors,

I am a CSU alum and long-time resident of Fort Collins/Larimer County. I read with great disappointment about the recent sale of the Hughes site to a real estate developer.

I realize the time period of public input about what to do with the site has long passed. I do not live in the immediate area of the Hughes Stadium site; the comments I offer here are based come from being a CSU alum and a concerned resident of Larimer County. What concerns me the most is that CSU went ahead and sold this land to real estate development firm. This, despite an overwhelming amount of public opinion in favor of open space, recreation, or even agricultural-based uses of that land. I can only conclude the whole decision-making process was heavily weighted in favor of more intensive development of the land to begin with.

Make no mistake about it, the sale of this property to a developer will preclude the dream and vision of many residents to have this unique, beautiful natural setting preserved forever for future generations to enjoy. Instead we will see the development of 600-700 housing sites, with the inevitable traffic, congestion, more intensive water use and light pollution issues to follow. There is plenty of housing development already occurring in the greater Fort Collins area. I believe CSU could have hit a home run in the community by ensuring that this land is preserved as the natural gem that it is. Instead it has paved the way for more development of a unique area, which has and will continue to draw the ire of many Fort Collins/northern Colorado residents.

This is from CSU's own website:

"At Colorado State University, sustainability is foundational to who we are. As a land-grant university, we're compelled to steward, conserve, and protect the world around us. It's central to everything we do - from academics, research, and operations to outreach. It's an ongoing mission we embrace together." Furthermore, CSU prides itself on being a 'green university'.

IMHO, the sale of the stadium land to a real estate developer runs counter to the University's land-grant mission, and being a green university. As the Hughes site development now makes its way through the City of Fort Collins review process, I can only hope that citizen input is actually given serious consideration.

Sincerely,

Doug Finnman



**Geary, Melanie**

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**From:** Geary, Melanie  
**Sent:** Friday, February 15, 2019 3:37 PM  
**To:** 'bobvangermeersch@aol.com'  
**Subject:** RE: Info for the BOG

Thank you for your interest in the CSU System. Your correspondence will be shared with the Board of Governors at their next meeting.

Best regards,  
 Melanie

Office of the Board of Governors



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

**From:** bobvangermeersch@aol.com <bobvangermeersch@aol.com>  
**Sent:** Wednesday, February 13, 2019 1:50 PM  
**To:** CSUS Board <csus\_board@Mail.Colostate.edu>  
**Subject:** Info for the BOG

**Subject: The Pain of Paying for CSU Athletics**

What does the average CSU student pay to support CSU athletics?

An analysis of the FY 2018 Athletics Report to the NCAA reveals the following:

- Between student fees and university support, the CSU Athletics Dept. needed \$25,945,922 ( 50% of expenses) to stay solvent
- The salary expenses for coaches and staff rose over 19% from 2016 to 2018.
- Debt service rose \$4.1 M (Stadium-related); however, it should have gone up to \$7.8 M.

EACH fee-paying student contributed a whopping \$1,007 to support the opulent Athletics Dept. so they can charter flights, maintain "fat cat" salaries for the coaches, and supply multiple Country Club memberships to staff members.

If that student had to take out a student loan for that amount (6% over 15 years), the amount would actually be \$1,547 dollars.

Let's put this in perspective. Resident students (from Colorado) are spending 8% of their fees and tuition to support athletics. If student loans were used, that percent would be 13%.

So, while students are eating Ramen noodles, the Athletics Dept. is eating high off the hog.

This situation will only get worse in a couple of years when the stadium debt service rises to \$12.1 M, an \$8M increase.

This is just plain wrong. In fact, it's immoral!

If you feel this is a ludicrous situation, please communicate with the CSUS Board of Governors at: [csus\\_board@mail.colostate.edu](mailto:csus_board@mail.colostate.edu)

However, do not hold your breath for a reply, since this appointed Board has a "gag order" in place, is poorly vetted, is a rubber stamp for the CSU administration, and reports to no one.

Instead, why not contact Governor Polis and see what happens: <https://www.colorado.gov/governor/share-your-comments>

Bob Vangermeersch  
Fort Collins CO.  
970-223-0493

## Financial support for my LTE 2-12-19

This LTE uses the CSU report to the NCAA for FY 2018 (July 17 to June 18)

NCAA defines lack of self sufficiency as the total of support to the University via support payments to athletics and student fees.

The \$25,945,922 is the sum of line items 3,4 and 6. This support is 50% of the \$52 Million in expenses.

The note on debt service uses the CSU document titled "Net Debt service". It shows a stadium debt service in FY 18 as \$ 7,788, 839.

Each student's fees for athletics is \$228 per year per the ASCUSU website.

The total fees student paid is line item 3 = \$5.871,750.

That number divided by the \$228 = the total fee paying students at 25,750 .

To get the amount each fee paying student pays divide the \$25 M by the 25 K to get the \$1,007 each.

The loan amount of \$1,547 was calculated by the US Bank on Horsetooth branch.

The "instate" tuition and fees of \$11,982 comes from the CSU website.

The 8% is simple division of the \$1,007 by the \$11,982 = 8%, the 13% uses the loan amount. Hope this helps

Bob Vangermeersch

# APPENDIX III

*Higher Ed Readings*

### Most Americans say colleges shouldn't consider race

*Inside Higher Ed; 3/4/2019*

According to a survey by the Pew Research Center – the first conducted since the close of a trial in the lawsuit against Harvard regarding affirmative action – 73 percent of a representative sample of Americans said race or ethnicity should not be a major factor in admissions. Seven percent believed it should be a major factor and 19 percent believed it should be a minor factor. The finding is consistent with other past polls, but results vary widely based on how the questions are phrased. More general questions tend to indicate stronger support for affirmative action, with 63 percent of respondents to a Pew poll in 2014 defining “programs designed to increase the number of black and minority students on college campuses” as a good thing. Some, including Shirley Wilcher, executive director of the American Association for Access, Equity and Diversity, and OiYan Poon, director of the Center for Racial Justice in Education and Research at CSU, believe it matters a great deal how the question is asked and point out that colleges never use any one sole factor to make admissions decisions.

### Where have all the men without college degrees gone?

*The Atlantic; 3/9/2019*

From the late 1960s to 2015, the number of men aged 25-54 in the workforce fell from 95 to 85 percent. Economists have posited many theories for the cause of this decline. It could be that wages are insufficient for jobs that don't require a degree; but, adjusting for inflation, these wages haven't changed so much since the 60s. It could be the rise in incarceration rates – in 2014, 34 percent of nonworking men in the above age group had criminal records. But this decline in labor force participation began well before the more recent spike in prison populations. Perhaps the sharp decline in marriage rates among less-educated men, coupled with a sharp increase of women in the workforce, has removed an important incentive to work. Whatever the cause, while these trends affect all, they are felt most acutely by men who lack a college degree.

### College completion rates are up, but the numbers will still surprise you

*NPR; 3/13/2019*

Numbers released by the National Student Clearinghouse Research Center last year indicate that six-year graduation rates currently sit at 58 percent. This is an increase of 1.5 percent from the cohort of students who began college in 2011 and tracks across the board – at all types of institutions and across all demographic groups. But there are still large disparities between institutions and demographics. For black students who started college in 2012, just 41 percent had earned a degree by 2018. Hispanic students are at 49.5 percent. This is partly due to the fact that black and Hispanic students enroll in community colleges and for-profit schools at disproportionate rates – institutions that average completion rates below 40 percent. Part time students across all institutions have a six-year graduation rate of 21 percent. Targeted policies such as hiring more advisors or providing small grants to struggling students can make a big difference – and more institutions may be pursuing these policies, with college enrollment down for the sixth year in a row, a good labor market, and a flatline of high school graduates. Increasing student retention will benefit students and institutions alike.

Presidential hopefuls are pushing free college back into the spotlight. But what does ‘free’ mean, anyway?

*The Chronicle of Higher Education; 3/18/2019*

Many 2020 presidential hopefuls have made “free college” a part of their campaign platform, including Kamala Harris, Cory Booker, Kirsten Gillibrand, and Elizabeth Warren – who all co-sponsored the Debt-Free College Act – as well as Bernie Sanders, who has had it as part of his platform since the 2016 election. But the idea of “free college” is nebulous and there are concerns about affordability and equity, including: current proposals end up giving the majority of money to middle and upper income students, rather than low income students; money could be better spent retaining and supporting current enrollees, rather than attracting potentially marginally-motivated new ones; and regional four-year colleges could suffer further enrollment declines as many free college programs specifically target community college tuition. There is also concern among some that students may be set up for disappointment if “free” doesn’t really mean free (ie: minimum income requirements, program limits, textbook costs, etc.).

## **Most Americans say colleges shouldn't consider race**

*Inside Higher Ed*

Seven percent of Americans believe that race or ethnicity should be a major factor in admissions decisions, and 19 percent believe it should be a minor factor.

Nearly three-fourths (73 percent) of a representative sample of Americans said that race or ethnicity should not be a factor, according to [a survey released Monday by the Pew Research Center](#). Solid majorities of white, black, Latino and Asian Americans shared that view.

The finding is consistent with others but is the first national survey on the topic since the ending of the trial in a lawsuit against [Harvard University](#) charging that its affirmative action programs discriminate against Asian American applicants. (A decision in the case, which prompted much public discussion, is expected this spring.)

In 2016, after the last ruling by the U.S. Supreme Court affirming the right of colleges to consider race in admissions, Gallup [conducted a poll](#) of the public, with questions drafted in part by *Inside Higher Ed*. Nearly two-thirds of the public at that time said they disagreed with the Supreme Court. Asked about factors that should be considered in admissions decisions, only 9 percent said that race should be a major factor, and 27 percent said it should be considered a minor factor.

Polling results vary based on how questions are phrased. The new Pew study and the 2016 poll are specifically about what should be considered in admissions. More general questions have tended to find more support for affirmative action but can't be compared directly to the new study.

[In 2014, Pew asked Americans](#), "In general, do you think affirmative action programs designed to increase the number of black and minority students on college campuses are a good thing or a bad thing?" With that as the question, 63 percent said these programs were "a good thing." Only Republicans were more likely to view them as a bad thing than as a good thing. That question could well have reflected support for recruitment efforts, and not necessarily consideration of race in the admissions process.

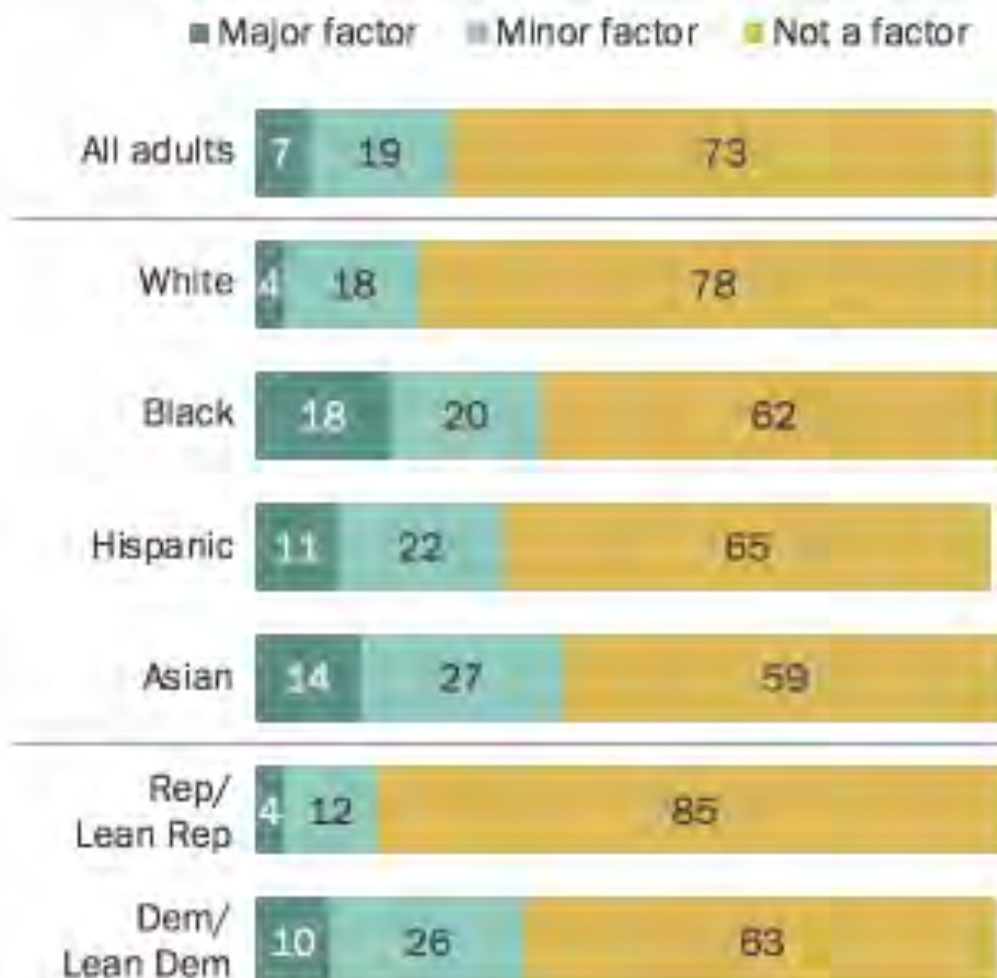
In the new survey, Democrats as well as Republicans opposed the consideration of race in admissions, although Republicans were more negative than were Democrats.

The Pew survey also asked Americans what they thought should be major and minor factors in college admissions decisions.

Here, by far the factor with the most support was grades in high school, which 67 percent said should be a major factor, followed by standardized test scores, with 47 percent.

## Majorities across racial and ethnic groups say colleges should not consider race in admissions

*% saying race or ethnicity should be a \_\_\_\_ in college admissions decisions*



Note: Share of respondents who didn't offer an answer not shown. Whites, Blacks and Asians include those who report being only one race and are non-Hispanic. Hispanics are of any race. The Asian sample includes only those who speak English.

Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

**PEW RESEARCH CENTER**



When it comes to criteria that go beyond academics, the share suggesting that various things should be major or minor factors dropped significantly. But nearly half (47 percent) said that being the first person in a family to go to college should be either a major or minor factor.

The Harvard trial has also focused attention on preferences there and at many other institutions for the children of graduates (so-called legacies) and for athletes.

While majorities of Americans opposed consideration of those factors in admissions, the shares were smaller than were those opposing consideration of race. While 73 percent opposed consideration of race, 68 percent opposed consideration of legacy status and 57 percent opposed consideration of athletic ability. While some groups are calling [for an end to legacy preferences](#), and many academics dislike athletic preferences, these policies have to date not been successfully challenged in court.

Edward Blum, who is the organizer of the lawsuit against Harvard, said that the Pew results didn't surprise him. He said his view was unchanged from a quote he gave in response to the poll after the last Supreme Court ruling.

That quote: "Racial classifications and preferences are deeply unpopular with a significant majority of all Americans. It is to be hoped that the courts will soon end these divisive and unfair practices."

Shirley J. Wilcher, executive director of the American Association for Access, Equity and Diversity, said via email that the way the questions were set up amounted to "cherry-picking different factors" as if a college would be using a sole factor to make its decisions.

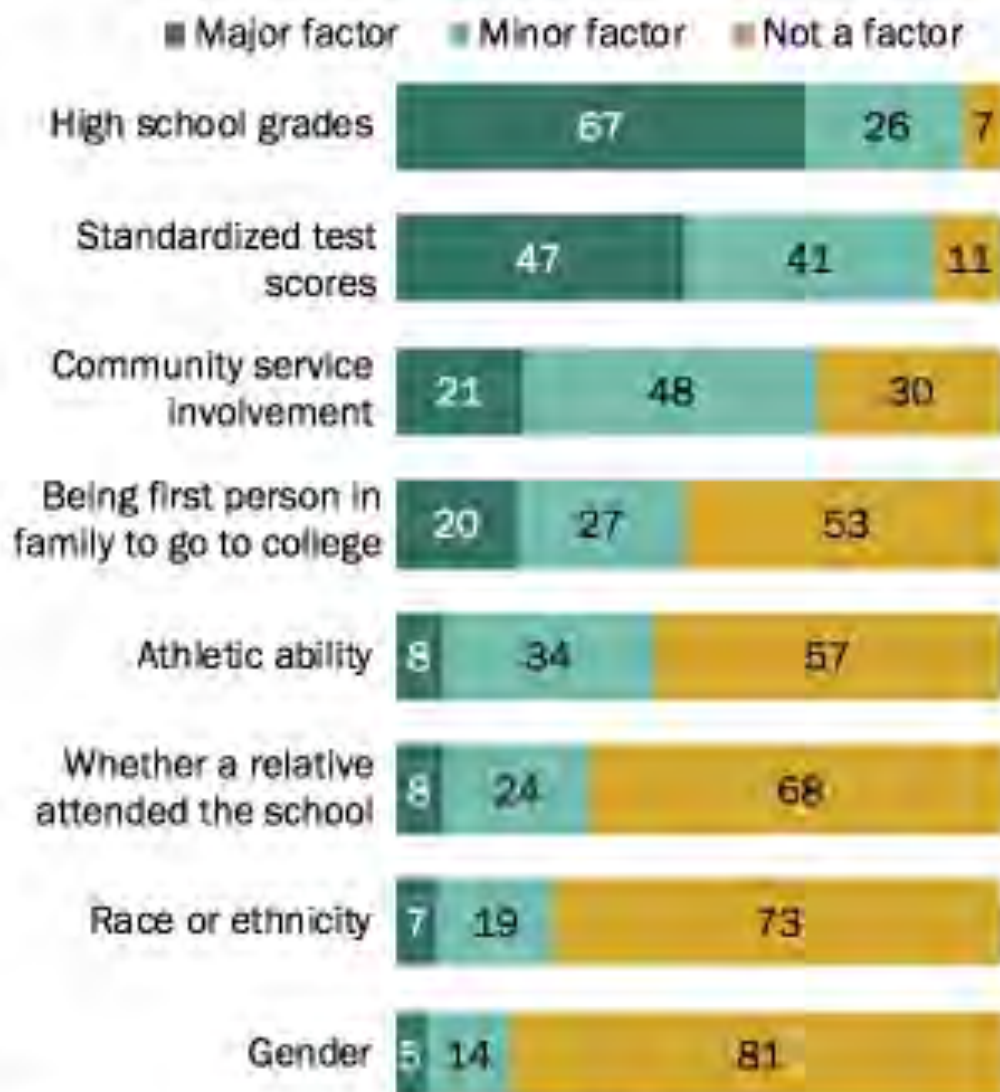
It would be illegal, she said, for colleges to base decisions only on race, and surveys like this don't reflect the way colleges "are looking for diversity and a mélange of students' interests, experiences and talents."

The law allows colleges to consider whether someone has science talent, or "is a tuba player from Montana." Consideration of race should also remain legal, she said. "An applicant to Harvard College who happens to be black (notwithstanding his/her income status) may undoubtedly face more discrimination shopping while black, being pulled over by police more often than her white counterpart, or simply being presumed to be less competent or qualified than his/her white counterpart. That is what a black person has to live with all of his/her life."

Added Wilcher: "Overcoming these barriers, as well as family challenges, having a disability or inadequate schooling, is just as valid a consideration for admission as being a rowing captain from a prestigious prep school. It shows intestinal fortitude and being motivated to succeed despite those obstacles."

## Grades, test scores top list of factors Americans say should be considered in college admissions

*% saying each of the following should be a \_\_\_ in college admissions decisions*



Note: Share of respondents who didn't offer an answer not shown.

Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

**PEW RESEARCH CENTER**

OiYan Poon is assistant professor of higher education leadership and director of the Center for Racial Justice in Education and Research at Colorado State University, and writes extensively in support of affirmative action (including for *Inside Higher Ed*). She noted that different polls have made different findings, and pointed [to data](#) showing that Asian Americans (outside of Chinese Americans) support college affirmative action programs.

To the extent that the Pew survey shows public skepticism of affirmative action, Poon said that was because most members of the public do not understand the way holistic review is designed to consider race among a variety of factors, without any one factor dominating. "I believe there's a fundamental public lack of understanding about how race-conscious holistic review" works, she said.

### **The Broader Context**

Andrew B. Palumbo, dean of admissions and financial aid at Worcester Polytechnic Institute, said via email that his admissions team has been discussing the issue of public perceptions of the consideration of race and ethnicity. He noted [a Gallup analysis](#) last year that, reviewing numerous studies, found that Americans are more likely to support affirmative action when it is described "at a higher, more conceptual level." Skepticism grows when there is a "trade-off" suggested in questions, in which a college may not just be engaged in more outreach, but may be factoring race into decisions. Americans tend to believe some defined idea of merit is the norm in college admissions, when criteria are less clear in competitive admissions than most people imagine, he said.

Data from the National Association for College Admission Counseling's [State of College Admission](#) survey show that admissions leaders report that race and ethnicity is generally not a factor in admissions. Only 2.4 percent of colleges reported that race was a factor of considerable influence in admissions decisions, and another 13 percent said it was a factor of moderate influence. In contrast, 81 percent reported that high school grades were of considerable influence, and 52 percent said that standardized test scores were of considerable influence.

## **Where have all the men without college degrees gone?**

*The Atlantic*

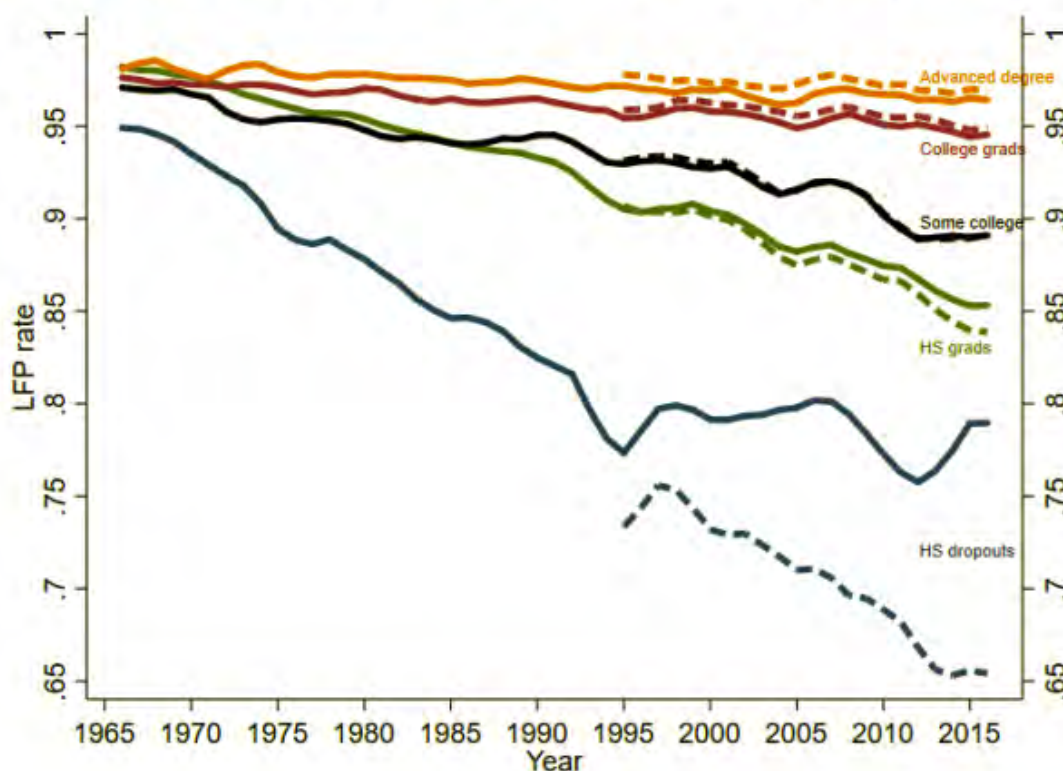
In the late 1960s, almost all prime-working-age men, typically defined as 25 to 54, worked—nearly 95 percent. That figure had dipped to 85 percent by 2015—a decline most acutely felt among men without college degrees. The trend of men dropping out of the labor force, particularly non-college-educated men, has been building for more than six decades. It has been a slow withdrawal, but a steady one—a flow that began with a sharp decline in opportunities for men who dropped out of high school, and grew to include those who earned a diploma but not a degree.

It's become something of a ritual to debate the value of a college degree, but as Current Population Survey data show, there has been a sharp decline in employment among non-college-educated men compared with those who have college degrees—or even those who have spent some time in college. As a recent report from the U.S. House Education Committee shows, “Two out of three jobs are filled by individuals who have at least some college education.”

Economists have been working to understand the roots of the decline, and have come up with a cadre of theories: Perhaps it's a case of insufficient wages for jobs that don't require a degree; or maybe rising incarceration rates are the real culprit (people with criminal records have a harder time getting jobs); or it could be that more jobs that did not require a degree in the past do now.

A recent working paper from the National Bureau of Economic Research suggests that maybe it's all of the above and then some—a complex combination of low wages for non-college-degreed jobs; incarceration rates, which are higher among men without degrees; and a sharp decline in marriage rates among less educated men, which may remove an economic incentive to work—all wrapped up into a slowly rolling ball that's knocking more and more men out of the workforce. Sure, these issues are affecting college-educated men as well, but each of them is felt more acutely by those without degrees.

**Labor-Force Participation Rates by Education Status, Males Aged 25-54, 1965-2016**



Using the Current Population Survey, the researchers examined labor participation by education status. The dashed lines exclude foreign-born workers—the survey began tracking birthplace in 1994—showing that the decline among native-born men who dropped out of high school is even more severe. (Source: National Bureau of Economic Research)

The researchers, Ariel Binder, a graduate student, and John Bound, a professor of economics, both from the University of Michigan, poke at the incomplete explanations one by one. First, there are the low wages. “The market will pay you a certain wage to do a job, and if you like that wage, you take the job,” Binder told me. As the wage gap has grown between those with college degrees and those without, economists have suggested that men aren’t as interested in taking some of the less lucrative jobs. “This explanation doesn’t seem entirely sufficient,” he says. Wages for men without college degrees, adjusting for inflation, haven’t changed that much since the ’60s. “It’s hard to see why fewer and fewer men seem willing to seek work at wages that aren’t very different than wages faced by earlier cohorts,” he added.

Then there is the rise in incarceration rates. A [2014 poll](#) found that 34 percent of nonworking men ages 25 to 54 had criminal records. Still, the decline in labor-force participation started in the ’60s, before the [rapid rise](#) of the prison population. That may enhance the trend, but it can’t, alone, explain it.

Finally, there was a boom in enrollment in Social Security disability-insurance benefits from the ’60s to the ’90s, Binder says, though the trend slowed more recently. More men took advantage of those benefits, when in the past they might have been forced to work through their injury. But that would primarily affect men ages 45 to 54, he says—it can’t account for younger nonworking men.

The holes in each theory led the researchers to a new potential explanation: the dramatic change in family structure since the 1960s, and “the tremendous decline in the share of nominally less-educated men forming and maintaining stable marriages.” As family dynamics have shifted and more women have gone to work, an important labor-supply incentive has been removed. Men might not have families to take care of, or if they do have families, their wives might be doing more of the providing.

Each of these trends is a puzzle piece that can partially, but not fully, explain the men missing from the workforce. The study authors openly acknowledge that there is not yet a complete answer, though they’re attempting to piece together a more complete picture. “This is really quite a complex phenomenon, and even though it started 50 years ago, we still don’t fully understand it,” Binder says. However, one thing is abundantly clear: Each of these trends is amplified by the lack of a college degree.



## College completion rates are up, but the numbers will still surprise you

*NPR*

Go to college, we tell students. It's a ticket out of poverty; a place to grow and expand; a gateway to a good job. Or perhaps a better job. But just going to college doesn't mean you'll finish. To unlock those benefits — you'll need a degree.

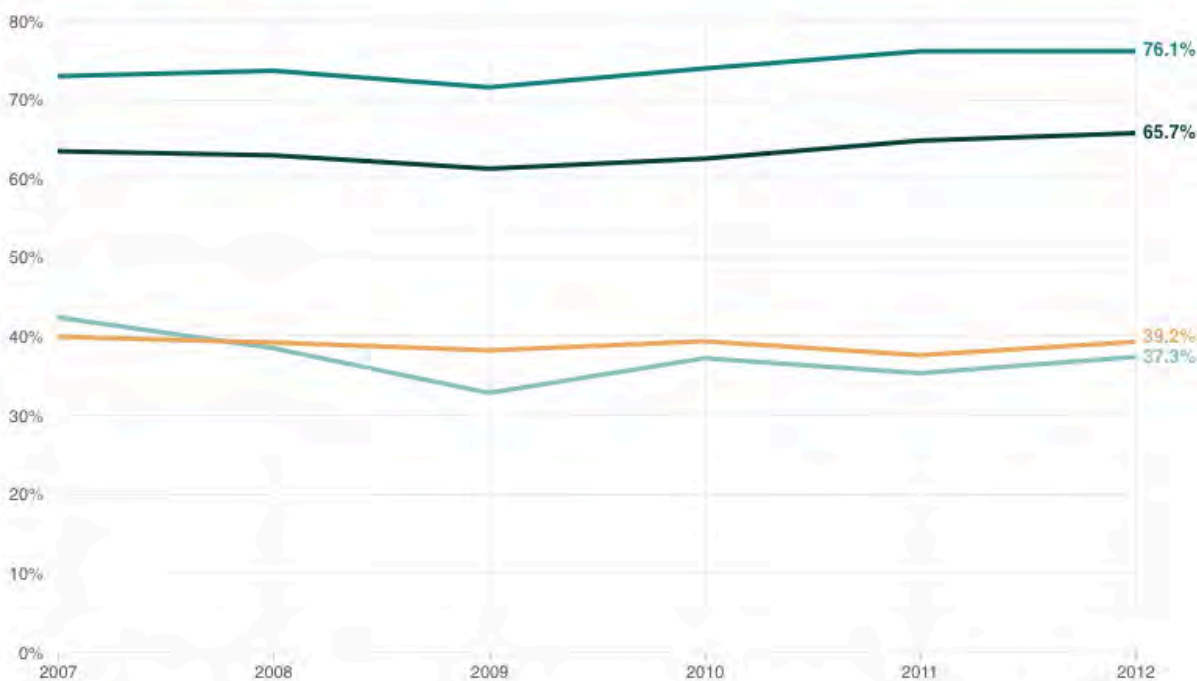
And yet for millions of Americans, that's not happening. On average, just 58 percent of students who started college in the fall of 2012 had earned any degree six years later, according to the [National Student Clearinghouse Research Center](#).

While the numbers are up overall, experts say they're far too low and can vary widely depending on what type of school you attend. On average, four-year private schools graduate more students than their public counterparts. Two-year community colleges and for-profit four-year schools have average completion rates below 40 percent.

### College Completion Rates Differ Among Sectors

Six-year completion rates for first-time, degree-seeking students. The most recent cohort began postsecondary studies in the fall of 2012.

■ Four-year public ■ Four-year private nonprofit ■ Four-year private for-profit ■ Two-year public



#### Notes

The six-year completion rate includes transfers to other four-year and two-year institutions.

Source: [National Student Clearinghouse](#)

Credit: Koko Nakajima/NPR



In other words, about 6 out of 10 students who started at those schools will not have a degree after six years. Many will be saddled with student debt without the earning potential to pay it off, and they're more likely to end up in default.

And let's not forget, we're talking about six years. "Those years represent real costs in both money and time for students," explains Julie Peller, executive director at Higher Learning Advocates, a higher education advocacy organization. "They are not only paying more in tuition, but they are not seeing the economic return of a degree or credential."

Which inevitably leads to the question: Why are so few students graduating?

"A fundamental reason is that many institutions have not adapted to serve today's students," explains Mamie Voight, the vice president of policy research at the Institute for Higher Education Policy. Students are more diverse than ever, racially and economically. They're working part-time and are often struggling financially, she explains, with college affordability as a major factor in their success.

Colleges and universities are typically designed to serve full-time students attending just one institution, despite the fact that their students are often working and taking classes part-time. And while the number of part-time students is growing, completion rates for these students are quite low. On average, across institution types, about 1 in 5 part-time students finished a degree after six years.

### **The backstory**

Surprisingly, the use of completion rates as a measure of success in higher education is a fairly recent development. The availability of good national numbers started as recently as the early 2000s. As more data became available, institutions and policymakers began focusing on graduation rates. In 2015, the Obama administration created the College Scorecard, [a database that highlighted completion rates by institution](#). Schools re-evaluated their own numbers — and many are working to improve them.

Some of those efforts are paying off. The current overall six-year completion rate — 58.3 percent — is up about 1.5 percentage points from the cohort of students the year before — those who started in 2011.

"We're seeing increases literally across the board," says Doug Shapiro, research director at Clearinghouse, a nonprofit that tracks and publishes student data. The increase shows up across all demographic groups, all racial and ethnic categories, and all ages — including older adults.

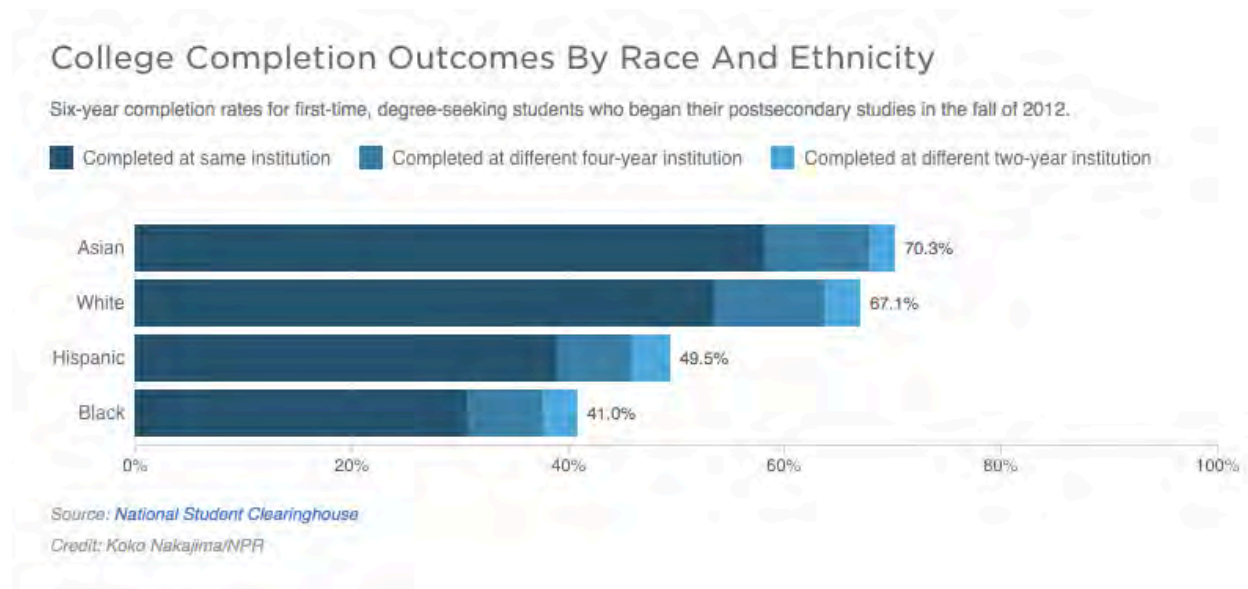
"More college students are actually finishing a degree, which is very good," Shapiro says.

Students themselves deserve some credit for the improvement, he explains: "They are much more focused on their own success because they're more and more concerned about their ability to repay debt and find gainful employment when they finish," he explains.

But he doesn't think students are as aware of these graduation rates as they should be. Nor are they aware how much their chances of graduating can be affected by the choice of school they attend. "It's hard to talk about graduation rates with new students because no one thinks they're gonna be the one who doesn't graduate," he says.

It's a challenge, Shapiro says, but incredibly important.

Another reason colleges are working to improve their completion rates: tighter competition for a shrinking pool of students. [College enrollment is down for the sixth year in a row](#), thanks to a flatline of students graduating from high school across the country, a good labor market and low unemployment. "Every student who drops out is one less student that you have," Shapiro says. "Institutions are focused on retaining the students that they have because it's getting harder and harder to find new students."



### Despite upward movement, major demographic gaps persist

The data shows that Asian and white students are more likely to get a degree than their African-American and Hispanic classmates. For all black students who started college in 2012, just 41 percent earned a degree in six years. For Hispanic students, it's 49.5 percent. Much of that discrepancy is related to *where* black and Hispanic students tend to go: community colleges and for-profit schools.

In most cases, these are "open access" schools without competitive entrance, and they tend to have fewer resources and support services. Since those schools have the lowest completion rates, it's not surprising that demographic data is similarly impacted.

### Looking beyond the averages

Mamie Voight, of the Institute for Higher Education Policy, notes that there are also wide disparities in these numbers between schools. In other words, "what institutions do matters," she says.

"We routinely find that some institutions do a better job at graduating students — especially low-income students and students of color — than others," she says. Targeted policies, such as hiring more advisers or providing small grants to help student cross the finish line, can make a big difference.

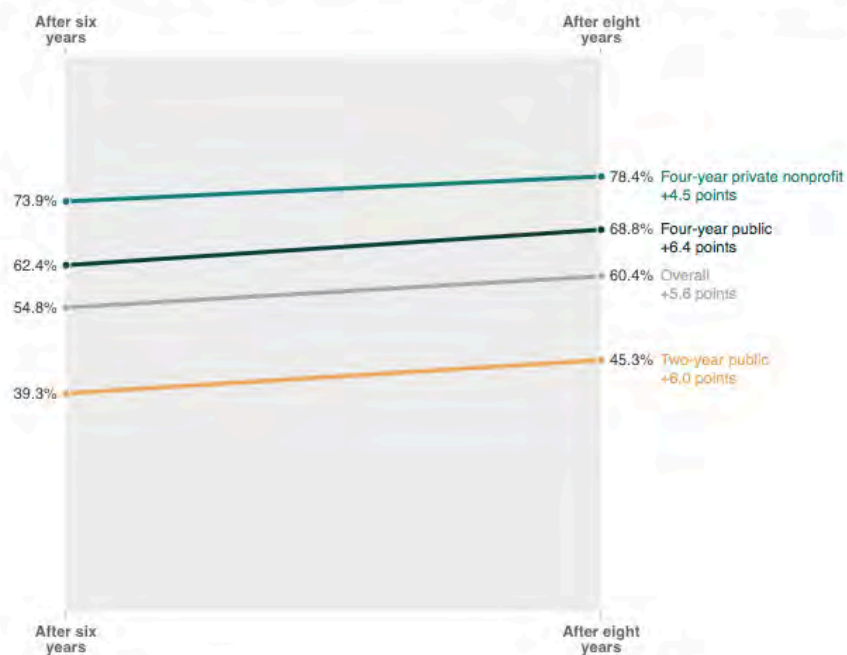
Schools such as Georgia State University, for example, have been able to increase completion [rates using data and advising to target at-risk students](#).

### What if we give students two more years?

The National Student Clearinghouse also looked at the eight-year completion numbers for students who started in 2010 — essentially giving students two more years to graduate. What did they find? The rates increased — but only by a relatively small amount. Overall completion rates rose from 54.8 percent to 60.4 percent. For part-time students, the numbers went from about 21 percent earning a degree in six years to 23 percent in eight years.

#### Six- To Eight-Year Completion Rates Show Overall Gains

Completion rates for first-time, degree-seeking students who began their postsecondary studies in the fall of 2010.



#### Notes

The completion rate includes transfers to other four-year and two-year institutions.

Source: National Student Clearinghouse

Credit: Koko Nakajima/NPR

"Extending time to a degree doesn't solve our graduation problem," says Davis Jenkins of the Community College Research Center at Columbia University. He says that while the numbers did go up, they didn't go up *that much*. The data also show that after eight years, only 6.5 percent of students were still enrolled in school, so more time wouldn't help the other 30 or so percent who already had dropped out. Jenkins also notes that despite the increased time, on average — across sectors — about 40 percent of students who start college don't finish. And that's clearly not good, he says.

"We tell students that college is four years," Voight says. "That's what students and families plan for and expect." She says the solution isn't "shifting our standard to double that normal time," but instead, schools and policymakers should find ways to help students graduate on time.

**Presidential hopefuls are pushing free college back into the spotlight. But what does ‘free’ mean, anyway?**

*The Chronicle of Higher Education*

When U.S. Sen. Amy Klobuchar told a young town-hall participant on CNN that she couldn’t get behind four years of free college for all, the news quickly spread. The Democratic presidential contender was breaking ranks with her party and [voting "no"](#) on free college tuition, the headlines read.

Well, not exactly. The Minnesota Democrat, who has carved out a position as a centrist, was rejecting the four-year version championed by the progressive wing of her party — most notably, U.S. Sen. Bernie Sanders, an independent from Vermont. But she supports the more limited kind of free-college proposal President Barack Obama promoted, which would have covered two years of community-college tuition.

The free-college movement, which was largely pushed outside the beltway after President Trump was elected, is once again making headlines as the nation grapples with student-loan debt that has ballooned to more than \$1.5 trillion.

But it’s also creating confusion as presidential hopefuls stake out their positions and state and local politicians unveil their own plans. That’s because the proposals, like their sponsors, are all over the map, varying widely in scope, strings attached, and even the definition of free.

Supporters and skeptics from the right and left are scrutinizing the plans for evidence that they’re reaching the people who need them most without saddling taxpayers with unreasonable costs.

Those same questions are being raised on a national level with the reintroduction earlier this month of the [Debt-Free College Act](#) by two Democrats: Sen. Brian Schatz of Hawaii and Rep. Mark Pocan of Wisconsin. The federal-state partnership would match states’ investments if they agree to help students pay for the full cost of attending either a two- or four-year college.

An earlier version of the same measure died in committee when the Republicans held majorities in both chambers. Even with Democrats controlling the House this time around, the expansive — and expensive — program faces long odds of passing.

Many of the primary presidential candidates have yet to unveil their college-affordability proposals, but their past statements and recent endorsements make it clear that some version of free college will be prominent in their platforms.

Among the Democratic presidential candidates who co-sponsored the Debt-Free College Act are Sens. Kamala Harris of California, Cory Booker of New Jersey, Kirsten Gillibrand of New York, and Elizabeth Warren of Massachusetts. Free tuition and fees at public colleges and universities was a centerpiece of Sanders’s earlier presidential campaign.

Klobuchar said she wants to make college more affordable by creating easier ways to refinance loans, and make up to two years of community or technical college tuition-free.

"I am not for free four-year college for all, no," Klobuchar said, when pressed, at last month's town hall. "I wish — if I was a magic genie and could give that to everyone and we could afford it, I would."

Underlying the concerns about affordability and equity lies a central question: What does free college mean, and who benefits? To cut through some of the confusion, here's a look at some key points that are sparking debate.

Much of the money under current proposals ends up going to middle- and upper-income students, rather than the low-income students who need it most.

[A report](#) last year by the Education Trust, a nonprofit that works to close opportunity gaps in education, found that many free-college programs are not designed to benefit low-income students. One reason, it says, is that many, including programs in New York and Tennessee, use a "last dollar" approach. That means tuition is covered only after other aid has been applied.

"Students from low-income families attending community colleges can typically afford tuition with help of the Pell Grant, so they don't benefit from statewide free college programs designed to cover only the cost of tuition," Katie Berger, a former senior higher-education policy analyst, wrote. "However, these students still cannot afford college because they struggle with non-tuition costs, such as books, housing, and transportation."

"First dollar" awards, like those used in some Indiana and Louisiana programs, aren't reduced when students receive other grants, so the extra money can be used to cover housing, meals, books, and other expenses.

That can make a big difference because tuition only makes up 20 percent of the cost of attendance for the average community-college student, according to the Education Trust report, which was based on an analysis of 15 existing and 16 proposed statewide programs.

An equitable approach, the group argues, would allow students to use the money at four-year colleges, rather than making community colleges the only affordable options for low-income students. Two-year programs, it argues, have lower graduation rates and higher loan-default rates, and are already filled with disproportionate numbers of low-income and minority students.

"Students are making choices based on what they can afford," said Tiffany Jones, director of higher-education policy for the Education Trust. "Let's make sure we're being thoughtful and strategic and addressing racial-equity issues at the forefront. We don't want to look back on these big moments and say we've really missed the mark on equity."

In Missouri, for instance, black residents make up about 12 percent of the state population but only 2 percent of those receiving free tuition, Jones said. That's because minority students are more likely to have Pell Grants that cover tuition, so most of the state's "free" money ends up going to middle- and upper-income students. More than a third of Missouri's free-college recipients were from families earning more than \$100,000, the report notes.

[Another analysis](#) of free-college programs in Tennessee and New York — this one by the Institute for Higher Education Policy — also concluded that free college is failing low-income students. It found that too much money is going to students with the means to pay for college.

Sara Goldrick-Rab, a professor of higher-education policy and sociology at Temple University and a major proponent of free community college, rejects the idea that extending free tuition to all will end up benefiting the wrong people.

For one thing, she said, wealthy people generally don't go to community colleges, and the middle-class students who do also need help. And while she understands the push to extend free tuition to four-year colleges, proposals focused on community colleges stand the best chance of getting the needed financial support, she said.

"We're trying to balance equity with pragmatic, political reality," Goldrick-Rab said.

Offering free college to everyone could open the floodgates to marginally motivated students without the money colleges need to help them succeed.

John Mullane, who started an advocacy group called College Transfer Solutions, is fighting current proposals to offer free tuition to community colleges in Connecticut, saying the focus should be on supporting and retaining the students they already have.

With financial aid, he said, community college is already free for low-income students, but the problem is, few of them graduate or transfer to four-year colleges. That's partly because so many of their credits fall through the cracks. Mullane is a counselor at Gateway Community College but said he's speaking in his role with his advocacy group and not for the college.

"We're thinking about spending millions of dollars to bring in more students when we should be focusing on getting students through so they can graduate or transfer to a four-year college," he said.

While states with free tuition have touted their successes in bringing more students in, it's too early, in most cases, to see how many will make it to graduation.

Four-year colleges could suffer [further enrollment declines](#) if free tuition is offered only at community colleges.

"The regional four-year colleges would be on the front lines of free community college bills," said Thomas L. Harnisch, director of state relations and policy analysis at the American Association of State Colleges and Universities.

"The flagship universities have pretty strong demand because of their brand names," he said, but that isn't always the case with regional campuses, many of which are located in rural areas and already suffering from declining enrollment and state budget cuts.

"If significantly higher numbers of students attend a community college instead of a four-year college, that could weaken the four-year college funding model," Harnisch added. Here's why.



Lower-division classes that pack hundreds of students into a lecture hall with a single professor are relatively inexpensive to offer. They often subsidize the cost of more expensive upper-division and lab-based courses, Harnisch said. Enrollment in many of those large lecture classes has already taken a hit as high-school students load up on [dual-credit classes](#) that allow them to bypass introductory courses in college.

Despite such risks, it's becoming clear that 12 years of public schooling is no longer enough to land a decent job.

In today's economy, as [one expert contends](#), 14 is the new 12.

President Barack Obama, in his 2015 State of the Union address, pledged to make two years of college "as free and universal in America as high school is today." His free-college idea went nowhere in a Republican-controlled Congress but helped stimulate a lot of activity in states and local communities.

There are now more than 300 free-college programs in 44 states, with statewide efforts in at last 23, according to a report by the public-policy group Civic Nation.

Several cities, including San Francisco, Boston, Chicago, and New Haven, offer their own free-tuition programs.

Not everyone needs a four-year, or even a two-year degree, many argue. But a job that pays enough to support a family is likely to require some kind of training, certification, or other credentials beyond high school. [Recent studies](#) bear out that the gap between the credentials employers are demanding and the postsecondary education students are receiving remains wide.

By 2020, [65 percent](#) of all jobs will require education and training beyond high school — up from 28 percent in 1973, according to Georgetown University's Center on Education and the Workforce.

However, only 48 percent of American adults between 25 and 64 have a college degree or certificate, according to [a report](#) by the Lumina Foundation.

Fans of free tuition say that if jobs require postsecondary education, everyone should feel that it's attainable. But others smell the danger of credential creep. Would making two years of college free give employers an excuse to demand ever-greater credentials for the same job? Will the executive assistant whose job used to require a high-school diploma now need a bachelor's degree?

"I think we already had evidence of employers increasingly requiring degrees for jobs without a lot of evidence that what you need to know or do for the job has changed," said Neal P. McCluskey, director of the Center for Educational Freedom at the Cato Institute, a libertarian think tank.

But the message free tuition sends to students — that education past high school is affordable and necessary — outweighs any such risks, proponents say.

Students may be set up for disappointment when "free" has too many strings attached.

Even as free-college proposals are becoming bolder on the presidential campaign trail, most states that are considering plans now are tailoring them more narrowly, said Sarah Pingel, a senior policy analyst at Education Commission of the States, a policy think tank.

More states are limiting free tuition to fields where employers are having trouble hiring workers. Some have income caps for participation and require minimum grade-point averages or full-time attendance. Some, like West Virginia, are following New York's lead and proposing that students be required to work in the state for a few years or else pay the money back.

Free college is an issue that appeals to people on both sides of the aisle when it can be promoted as a tool for both personal and economic empowerment. At the same time, "States are getting nervous because their budgets are tight," Pingel said. As more and more restrictions are imposed, she said, the question becomes, "Is this still in the spirit of the free-college movement?"

In the months ahead, as proposals are fine-tuned and programs tweaked, the idea of free college will continue to evolve. Many such programs have rebranded themselves with the word "promise" to reflect President Barack Obama's 2015 proposal for free community-college tuition and the popular Tennessee Promise program.

Martha J. Kanter, a former under secretary of education under Obama, said the term "promise" can cause confusion if there is no guarantee the program will continue.

States shouldn't make promises they might not be able to keep, said Kanter, who is now executive director of the College Promise Campaign, which works to promote free-college programs. In addition, "'free' is confusing everyone," she added.

It's an effective messaging strategy for families that think college is beyond their reach, she said. "But you have to be clear what you mean. Students and families are asking. 'Why am I getting a textbook fee if this was supposed to be free?'"

### *Highlights of the Debt-Free College Act*

States would receive dollar-for-dollar federal matches to their higher-education spending in exchange for a commitment to help students pay the full cost of attending public colleges without taking out loans.

Unlike programs that just focus on tuition, [this legislation](#) would also cover books, housing, and other living expenses at two- and four-year public colleges.

States would first have to cover any unmet needs for Pell Grant recipients. They could spend the rest to reduce or eliminate debt for other eligible students, as well as beef up college-completion strategies.

The estimated cost — more than \$80 billion for the first year of federal-state partnership — is likely to make it a nonstarter in the near term in a divided Congress.