

**BOARD OF GOVERNORS**  
**August 8-9, 2019**  
**CSU Global Campus**  
**585 Salida Way**  
**Aurora, CO 80011**

**THURSDAY, AUGUST 8, 2019**

- Board of Governors Breakfast, CSU Global Foyer** 8:00 a.m. – 8:30 a.m.
- COMMENCE BOARD MEETING – CALL TO ORDER** 8:30 a.m. – 5:00 p.m.
- 1. EVALUATION COMMITTEE – (Executive Session)** 8:30 a.m. – 1:30 p.m.  
Jane Robbe Rhodes, Chair
- 2. PUBLIC COMMENT** 1:30 p.m. – 1:45 p.m.
- 3. BOARD CHAIR’S AGENDA** 1:45 p.m. – 1:55 p.m.
- Action on the FY 2020-2021 Board Meeting Dates
  - Excellence in Teaching Awards
- 4. ACADEMIC AND STUDENT AFFAIRS COMMITTEE** 1:55 p.m. – 3:55 p.m.  
Dean Singleton, Chair
- New Degree Programs
    - CSU Graduate Certificates - Carbon Management, Radiological and Nuclear Safety, Advanced Silviculture for the Practicing Forester
    - CSU-Pueblo Certificate Programs - Homeland Security Studies, NSA-CAE Certificate in Cyber Security Defense, Recreation Leadership, Sustainability, Construction Manager, Estimating & Planning Construction Costs, Advanced Construction Manager, Six Sigma Green Belt, English, Railroad Engineering, Nurse Educator, Nursing Post-Masters
    - CSU Global - B.S. in Finance - Action
    - CSU Global - B.S. in Cybersecurity - Action
    - CSU Global M.S. in Military and Emergency Responder Psychology – Action
    - CSU Global - Graduate Certificate in Military and Emergency Responder Psychology – Action
  - Faculty Manual Changes
    - Appendix 7 – Bullying in the Workplace
    - Section C.2.1.9.5 Standing Committees Members
    - Section D.2 University Committees of Faculty
    - Section E.9.2 Individual Faculty Workload
    - Section E.17 Renewal of Tenure Track Faculty
    - Section I.11 Students Called to Active Duty
  - Program Review Schedule 2019-2020– CSU, CSU-Pueblo
  - Approval of Degree Candidates – CSU, CSU-Pueblo, CSU-Global
  - Degree Report - CSU 2017-2018, CSU Global 2018-2019
  - System-wide Reports
    - Faculty Activity Report – CSU, CSU-Pueblo, CSU Global
    - Promotion and Tenure – CSU
    - Student Mental Health Reports – CSU, CSU-Pueblo, CSU Global

**BREAK**

Colorado State University System  
Board of Governors Meeting Agenda  
August 8-9, 2019

- 5. COLORADO STATE UNIVERSITY REPORTS** 4:00 p.m. – 4:35 p.m.
- Student Report – Presented by Ben Amundson
  - Faculty Report – Presented by Stephanie Clemmons
  - President’s Report – Presented by Joyce McConnell
- 6. EXECUTIVE SESSION** 4:35 p.m. – 5:20 p.m.
- CSU-GLOBAL GRAND OPENING RECEPTION, CSU Global Foyer** 5:00 p.m. – 7:00 p.m.
- BOARD OF GOVERNORS DINNER (Social Event)** 7:00 p.m.  
Denver Airport Marriott at Gateway Park, Aspen Room, 16455 E 40<sup>th</sup> Cir, Aurora, CO 80011
- FRIDAY, AUGUST 9, 2019**
- Board of Governors Breakfast, CSU Global Foyer** 8:00 a.m. – 8:20 a.m.
- CSU Global Panel on: Quality and ROI Assurance** 8:20 a.m. – 9:00 a.m.
- RECONVENE BOARD MEETING** 9:00 a.m.
- 7. CSU GLOBAL REPORTS** 9:00 a.m. – 9:30 a.m.
- Student Report – Presented by Nicole Hulet
  - Faculty Report – Presented by Harriet Austin
  - President’s Report – Presented by Becky Takeda-Tinker
- 8. REAL ESTATE/FACILITIES COMMITTEE** 9:30 a.m. – 10:45 a.m.
- Steve Gabel, Chair  
*Executive Session*  
*Open Session*
- Action: Land Lease – CSU Pueblo Solar Farm
  - Action: Program Plan – CSU Meridian Village
  - Action: Program Plan – CSU Lory Student Center, Phase III Revitalization and Adult Learner & Veteran Services Addition
  - Action: Program Plan – CSU Mountain Campus, Experiential Learning Center
  - Action: Right-of-Way Dedication – CSU Prospect Rd to City of Fort Collins for Parking Lot Project
  - Action: Trail Easement – CSU Environmental Learning Center to City of Fort Collins
  - Action: Land Lease – CSU NE Corner of Lake & Shields Street to CSURF for Daycare Construction
  - Action: Right-of-Way Dedications – CSU NE Corner of Lake & Shields Street to City of Fort Collins under Replat
  - Action: Sale of Vacant Land - CSU Western Colorado Research Center, Fruita, CO
- BREAK**
- 9. AUDIT AND FINANCE COMMITTEE** 10:55 a.m. – 11:55 noon
- Kim Jordan, Chair  
*Audit Items*
- Status of FY 2019-2020 Audit Plan
  - Review of Audit Reports Issued
  - Status of Past Due Audit Recommendations
- Finance Items*

Colorado State University System  
Board of Governors Meeting Agenda  
August 8-9, 2019

- State Budget Update
- Upcoming GASB Implementations
- Campus Budget Presentations (Initial FY 2021 Budget)
- Action on Annual Approval of Institutional Plan for Student Fees – CSU, CSU-Pueblo
- Action on Mandatory Health Insurance for Students at CSU
- CSU System Treasury Update
- Action on Series 2019 Bond Refunding
- Action on Updated Two-Year Cash List

**LUNCH**

12:00 noon – 12:30 p.m.

**10. CSU-PUEBLO REPORTS**

12:30 p.m. – 1:40 p.m.

- Student Report – Presented by Kacie Adair
- Faculty Report – Presented by Matthew Cranswick
- President’s report – Presented by Tim Mottet
  - Vision Update
- CSU-Pueblo Business Financial Services Update

**11. CHANCELLOR’S REPORT**

1:40 p.m. – 2:00 p.m.

- Action: Revised Board of Governors Policy 100, Policy and Procedures Manual
- Government Affairs Update
- Strategic Mapping Update

**12. ATHLETICS**

2:00 p.m. – 2:40 p.m.

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

**13. APPROVAL OF CONSENT AGENDA**

2:40 p.m. – 2:45 p.m.

A. Colorado State University System

Minutes of the May 7, 2019 Meeting and Committee Meetings

Minutes of the May 8, 2019 Meeting and Committee Meetings

Minutes of the June 12, 2019 Retreat

Minutes of the June 13, 2019 Retreat

Minutes of the June 14, 2019 Meeting, Committee Meetings and Retreat

Minutes of the July 29, 2019 Evaluation Committee Meeting

B. Colorado State University

New Degree Programs: Carbon Management, Radiological and Nuclear Safety, Advanced Silviculture for the Practicing Forester

Appendix 7 – Bullying in the Workplace

Section C.2.1.9.5 Standing Committees Members

Section D.2 University Committees of Faculty

Section E.9.2 Individual Faculty Workload

Section E.17 Renewal of Tenure Track Faculty

Section I.11 Students Called to Active Duty

Approval of Degree Candidates

Promotion and Tenure

C. Colorado State University-Pueblo

Certificate Programs: Homeland Security Studies, NSA-CAE Certificate in Cyber Security Defense, Recreation Leadership, Sustainability, Construction Manager, Estimating & Planning Construction Costs, Advanced

Construction Manager, Six Sigma Green Belt, English, Railroad Engineering, Nurse Educator, Nursing Post-Masters

Program Review Schedule 2019-2020

Approval of Degree Candidates

D. CSU-Global Campus

Approval of Degree Candidates

**14. BOARD MEETING EVALUATION**

2:45 p.m. – 2:50 p.m.

**ADJOURNMENT**

**2:50 p.m.**

**Next Board of Governors Board Meeting/Retreat:** October 3-4, 2019, Fort Collins

**APPENDICES**

*I.* Construction Reports

*II.* Correspondence

*III.* Higher Ed Readings

# Section 1

## *Evaluation Committee*

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# Section 2

## *Public Comment*

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# Section 3

## *Board Chair's Agenda*

- Excellence in Teaching Award – CSU-Global
- Board of Governors Meeting Dates

**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

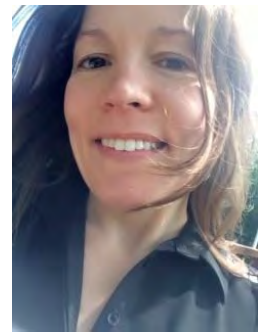
**Board of Governors  
Excellence in Undergraduate  
Teaching Awards.**

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. Barbara Moyer  
Colorado State University –  
Global Campus**



Dr. Barbara Moyer has been a CSU-Global faculty member since June, 2012 and teaches in the Organizational Leadership program. She received a Bachelor of Science degree in Psychology and a Masters degree in Health Science from the University of North Florida. Dr. Moyer completed her EdD. in Higher Education Administration at the University of Florida and has numerous certifications, professional and scholarly presentations, and publications.

In her work with CSU-Global, Dr. Moyer has been a Faculty Lead in the Organizational Leadership program and served as a content expert for course development. Barbara has hands on experience working with diverse students including adult learners, first generation college students, at risk and drop out students. Her passion is teaching leadership as well as developing training and sharing research on leadership styles and personality traits with her students. As one student offered, “Dr. Moyer made the class engaging, intellectually stimulating, and enjoyable. Her comments and thoughtful insights kept students engaged in the discussions which added immensely to the learning experience. She is a great instructor!”

Dr. Moyer has consistently received both outstanding student and peer evaluations and is a valued colleague to her program faculty as well as to all university faculty and academic leaders.





# COLORADO STATE UNIVERSITY SYSTEM

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

## **FY2019-2020 Board of Governors Meeting Calendar**

August 8-9, 2019: CSU Global, Aurora

October 3-4, 2019: Colorado State University, Fort Collins

December 5-6, 2019: Colorado State University System, Denver

February 5-7, 2020: Regular Meetings & Retreat, CSU-Pueblo

May 6-7, 2020: Colorado State University, Fort Collins

June 3-5, 2020: Meeting/Retreat/Location TBD

## **FY2020-2021 Board of Governors Meeting Calendar**

August 6-7, 2020: CSU Global, Aurora

October 8-9, 2020: Colorado State University, Fort Collins

December 3-4, 2020: Colorado State University System, Denver

February 3-5, 2021: Regular Meetings & Retreat, CSU-Pueblo

May 4-5, 2021: Colorado State University, Fort Collins  
(Tuesday-Wednesday)

June 2-4, 2021: Meeting/Retreat/Location TBD

# Section 4

*Academic and Student Affairs  
Committee*

BOARD OF GOVERNORS OF THE  
 COLORADO STATE UNIVERSITY SYSTEM  
 ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA  
 August 8-9, 2019

**Committee Chair:** Dean Singleton (Chair), Kim Jordan (Vice Chair)

**Assigned Staff:** Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Approval of Graduate Certificates
  - Carbon Management
  - Radiological and Nuclear Safety
  - Advanced Silviculture for the Practicing Forester

Colorado State University-Pueblo

- Approval of Certificate Programs
  - Homeland Security Studies
  - NSA-CAE Certificate in Cyber Security Defense
  - Recreation Leadership
  - Sustainability
  - Construction Manager
  - Estimating & Planning Construction Costs
  - Advanced Construction Manager
  - Six Sigma Green Belt
  - English
  - Railroad Engineering
  - Nurse Educator
  - Nursing Post-Masters

Colorado State University-Global Campus

- B.S. in Finance
- B.S. in Cybersecurity
- M.S. in Military and First Responder Counseling
- Graduate Certificate in Military and First Responder Counseling

II. Miscellaneous Items

Colorado State University

- Program Review Schedule 2019-2020
- Approval of Degree Candidates – Academic Year 2019-2020
- Degree Report 2017-18
- Faculty Manual Revision – Section C.2.1.9.5
- Faculty Manual Revision – Section D.2
- Faculty Manual Revision – Section E.9.2
- Faculty Manual Revision – Section E.17
- Faculty Manual Revision – Section I.11
- Faculty Manual Revision – Appendix 7

Colorado State University-Global Campus

- Approval of Degree Candidates – Academic Year 2019-2020
- Degree Report 2018-2019

Colorado State University-Pueblo

- Program Review Schedule 2019-2020
- Approval of Degree Candidates – Academic Year 2019-2020
- Posthumous Degree Report

III. Campus Reports

- Faculty Activity Report – CSU, CSU-Pueblo, CSU Global
  - Promotion and Tenure Report - CSU
- Student Mental Health Report – CSU, CSU-Pueblo, CSU-Global

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:

Carbon Management

Radiological and Nuclear Safety

Advanced Silviculture for the Practicing Forester

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Board of Governors of the Colorado State University System  
Meeting Date: August 10, 2018  
Consent Item

## **Graduate Certificates:**

### **College of Veterinary Medicine and Biomedical Sciences**

#### **Radiological and Nuclear Safety – 12-13 credits**

This certificate allows opportunities for students and professionals (e.g., employed by the military or in the nuclear sector) who are interested in obtaining basic knowledge of radiological and nuclear safety for specific applications in their workplace to further their education and training in their individual sub-fields without having to complete the formal requirements of a comprehensive graduate degree. Completing the certificate allows the students to have this credential appear on their transcripts, which may serve as confirmation for their employer of their professional training.

### **Warner College of Natural Resources**

#### **Advanced Silviculture for the Practicing Forester – 12 credits**

This 12-credit, online Graduate Certificate in Advanced Silviculture for the Practicing Forester provides forestry professionals with advanced contemporary knowledge that will hone skills for making sound, science-based management decisions within an adaptive management context. This online certificate will prepare students with the knowledge, tools, methods, theories, and tactics to identify, compare, and apply advanced ecological and silvicultural concepts to diverse forest ecosystems, as well as develop, implement, and evaluate silvicultural solutions to help forests and communities adapt to a changing climate. Upon completion, graduates will be able to utilize current scientific information to inform on-the-ground management decisions; effectively write silviculture prescriptions for specific management objectives that meet the diverse values of landowners; and create a monitoring plan to effectively evaluate and assess management actions and to inform future management decisions.

#### **Carbon Management – 10-11 credits**

This certificate program is designed to deliver the latest fundamental knowledge and skills to practicing environmental/sustainability professionals to enable them to advance their careers by expanding into this emerging area. The program is comprised of a set of core courses (ESS 524, ESS 542, ESS/ATS 543 7 credits total) and a choice between four electives (ESS 545 - 4 credits or ESS/ENGR 555 Life Cycle Assessment - 3 credits or ESS/FRS 625 Ecology of Forest Production - 3 credits or ANEQ 626 Animal Nutrition, Emissions, and Management 4 credits).

The Board of Governors of the Colorado State University System  
 Meeting Date: August 8-9, 2019  
 Action Item

MATTER FOR ACTION:

Bachelor of Science in Finance

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Finance

EXPLANATION:

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

It is proposed that CSU-Global offer a Bachelor of Science in Finance, including a specialization in Corporate Finance and a specialization (aligned to the CFP) in Financial Planning. There are currently 844,445 open positions in the United States and 23,132 in the state of Colorado requiring a BS in Finance with average salaries above the living wage (\$62-101K per year). In 2017, there were only 43,129 BS in Finance degrees conferred in the US demonstrating a clear need for more student options in this field. The proposed program is based in a firm grounding in the principles of business and economics and provides students with an understanding of the core concepts of the field, including investments, corporate finance, financial markets, and financial management. The BS in Finance is designed to provide students with a strong understanding of the factors that influence financial decision making and will practice critical thinking skills to solve in-depth financial problems. Students will develop specific knowledge and skills in the areas of financial planning, corporate finance, banking, real estate, financial markets, and investment management.

CIP Code: 52.0801

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

\_\_\_\_\_  
 Dean Singleton, Board Secretary

\_\_\_\_\_  
 Date

The Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item



**Request approval for a new BS in Finance with specializations in Corporate Finance or Personal Financial Planning (aligned to CFP certification)**

**Program Title:** BS Finance

**Degree Type:** Undergraduate

**STEM:** No

**Recommended CIP Code:** 52.0801

**Program Chair/Program Manager:** Dr. Craig Bythewood, Dr. Tony Contento

**Program Description:**

Using a firm grounding in the principles of business and economics, the Bachelor of Science in Finance provides students with an understanding of the core concepts of the field, including investments, corporate finance, and financial markets, and financial management. The program is designed to provide students with a strong understanding of the factors that influence financial decision making and will practice critical thinking skills to solve in-depth financial problems. Students will develop specific knowledge and skills in the areas of financial planning, corporate finance, financial markets, and investment management. The program will offer experience using industry tools to apply financial knowledge in practical applications. Students can choose to focus in their studies in the Corporate Finance or Certified Financial Planner aligned Financial Planning specialization.

**Program Outcomes:**

1. Apply terminology, theories, concepts, practices and skills specific to the field of finance.
2. Apply financial principals to practical business and personal finance situations.
3. Perform financial analysis using quantitative concepts and techniques.
4. Interpret financial statements and ratios.
5. Examine investment and financial risk.
6. Apply legislation, regulations, and principles of practice to financial scenarios.
7. Communicate professionally through writing and presentations.



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**Program Eligibility:**

Undergraduate students must meet CSU-Global standard admissions requirements and complete microeconomics and macroeconomics prerequisite courses prior to entering the core.

**Mission Appropriateness:**

The mission of CSU-Global 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 BS in Finance will aid in our ability to meet the needs of our non-traditional students while also providing pathways into entry level professional positions in business and finance.

**Rationale for offering the degree program:**

In a recent review in Kiplinger of 785 jobs, 10 high-salary jobs were poised for strong growth in the coming decade including "Personal Financial Advisor" as "Top 10 Best Jobs for the Future." Authors of the report cited a 23.8% projected job growth rate for financial advisors from 2016-2026 and noted that "Certification from the Certified Financial Planner Board of Standards enhances an advisor's credibility" (*Kiplinger Today*, August 2018).

According to Burning Glass (2019), there have been more than 800,000 job posting in the finance field in the last 12 months. Of those, more than 80% require a bachelor's degree. Top hiring industries include finance and insurance, professional and technical services, manufacturing, and health care. Top positions include financial analyst, accounting manager, senior financial analysts, relationship banker, and manager/director of finance.

Online programs are particularly well suited to earning a Finance degree (Worldwidelearn.com, Financial Analyst's Occupational Outlook Handbook 2016). A great deal of the material in a Finance degree is theoretical and seldom requires place-based work. Finance coursework translates well to an online learning environment. Also, due to the often-asynchronous nature of online learning, finance students able to study when it is convenient for their schedule. This is particularly useful for a working adult or a student with a family, who may be trying to increase the level of their formal education to advance a career.

According to the Financial Managers, Occupational Outlook Handbook from the Bureau of Labor Statistics, positions will require applicants to hold a bachelor's degree with a well-rounded series of educational courses such as:

- Principles of Finance
- Financial Statement Analysis
- Portfolio Management/Securities Analysis
- Fixed Income & Derivative Securities
- Working Capital Management
- International Financial Management

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In the majority of these cases, entry-level positions such as financial analyst or financial manager at commercial banks, investment banks, insurance companies, brokerage firms and other financial intermediaries require, at a minimum a bachelor's degree in finance. The opportunities for those holding this bachelor's degree in finance include positions in corporate and international financial management, personal financial planning, and investment services. And while a bachelor's degree in finance is generally a minimum requirement for entry-level employment in the financial arena, positions in middle and upper management roles may often require a master's degree for consideration. Thus, while the bachelor's in Finance will open the door; continued advancement might very well call for continued education once some experience in the field has been established. Oftentimes firms will pay for such coursework in the name of career advancement and improving employee skillsets for promotion.

The skills that a bachelor's degree in finance confers are highly valued in both large organizations and in small businesses. There is a place for those who hold this degree, whether in profit-making businesses, not-for-profits or in the public sector. A bachelor's degree in finance is also good preparation for starting one's own business, if that is the desired path one wishes to follow (Daugherty, 2018).

According to estimates by the U.S. Bureau of Labor Statistics (2018), the types of positions for which graduates with a bachelor's degree in finance will qualify pay very well, the demand is strong, with excellent continued growth prospects. The financial technology market is booming as startups try to disrupt every area of finance (Forbes). The growth the sector has enjoyed this year is expected to continue unabated in 2019, with one forecast pegging the compound annual growth rate at 74.16% from 2019 through 2025. Some examples include the following job's average 2018 earnings and their projected job growth from years 2016 to 2026:

- **Financial analysts** - Earnings: \$81,760. Projected job growth: 11%
- **Financial managers** - Earnings: \$121,750. Projected job growth: 19%
- **Management analysts** - Earnings: \$81,330. Projected job growth: 12%
- **Personal financial advisers** - Earnings: \$90,530. Projected job growth: 14%
- **Securities, commodities and financial services sales agents** - Earnings: \$67,310. Projected job growth: 6%

Some of the skills developed by finance majors include analytical skills, allowing them to examine and evaluate financial statements, and assess the financial standing of any given company, municipality, or other entity. They can appraise the quantitative and qualitative scope of a business problem and analyze the financial implications of corporate or individual activities. Finance majors gain capability with reading and using spreadsheets and other related software used in the processing and representation of financial data. Finance students learn to present

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financial information to colleagues, management, and clients with a certain level of financial understanding and sophistication (Profita, 2018).

An academic background in finance can easily be translated, applied, and utilized in a broad range of careers in practically every industry. There is additional industry data that reinforces how important and relevant this undergraduate finance specialization would be:

- Forty-eight percent of employers plan to hire Finance graduates in 2018; up from 45 percent hired in 2017.
- Fifty-five percent of firms hiring Finance graduates will maintain or raise starting salaries.
- Seven in 10 employers (71%) will hire recent business graduates in 2018 to fill positions in finance.
- One-third (33%) of companies hiring recent Finance graduates plan to increase the number of graduates they hire this year compared with 2017; 53 percent will maintain 2017 hiring levels.
- There is a slight increase in hiring demand among the Fortune Global 100, start-up, and family-owned businesses. By industry, manufacturers have the highest projected increase in hiring demand for these candidates in 2018.
- Finance is the top job function that companies intend to fill in Europe. It is the #3 function in the United States and Latin America.
- Based on a survey of worldwide employers, the number of them that plan on placing recent graduates in Finance positions is substantial. Specifically, on a global basis, 71% of employers plan on hiring Finance graduates, with the figures being 82% for Europe 74% for Asia-Pacific, 75% for Latin America and 68% for the United States.
- More than 8 in 10 Fortune Global 100 companies seek candidates to fill functional areas, where finance has the highest functional demand at 94%. Finance also has the highest percentage of functional demand for recent business graduates of family-owned companies at 80%.

### **Industry Comparison**

There are currently 844,445 open positions in the US and 23,132 in the state of Colorado requiring a BS in Finance. The top two occupations in the field include Finance Analyst and Finance Manager. Each have an average salary above the living wage (\$62-101K per year). In 2017, there were only 43,129 BS in Finance degrees conferred in the US with 69% from public universities, 30% from private, 1% from for profit demonstrating a need for an increase in

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graduates with this degree (Burning Glass, Program Insight). Below is a summary of common online BS Finance programs:

Institution	Degree	Cost Per Credit Hour
Purdue University Global	BS Finance	\$371
PennState World Campus	BS Finance	\$555
Colorado Technical University	BS Business and Finance	\$340
University of Minnesota (Crookston)	BS Finance	\$445
Old Dominion	BBA in Finance	\$407

Additionally, there are in-state offerings for minors/concentrations in finance and a BSBA in Finance/BSBA in Financial Management from CU. However, opportunities within the state for a fully online BS in Finance are limited.

### **Industry Reviewers**

David Silver, Bear Creek Asset Management, LLC  
 Rodney Thomas, Janssen Biotech Inc  
 John Wise, Johnson and Johnson

### **Budget Summary:**

CSU-Global faculty members have collaboratively outlined the courses required for BS in Finance 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 11 new courses required for the program is \$9,500.00 per course for a total cost of \$104,000. 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 \$350 per credit for undergraduate tuition with a minimum total of \$12,600 per student. Students are required to complete 36 credits for this program. The projections below assume transfer student status with only the 36 credit hours remaining.

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### Enrollment Projections

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
New							
Enrollments	30	40	50	70	100	150	440
Completions	0	13	26.8	34	47	67	188

### Financial Projections

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Revenue	\$126,000	\$336,420	\$483,840	\$652,050	\$925,470	\$1,367,100	\$3,890,880
Initial Development Investment	(\$104,500)	\$0	\$0	\$0	\$0	\$0	(\$104,500)
Course Costs	(\$81,360)	(\$217,231)	(\$312,422)	(\$421,038)	(\$597,589)	(\$882,756)	(\$2,512,397)
Net Income	(\$59,860)	\$119,189	\$171,418	\$231,012	\$327,881	\$484,344	\$1,273,983

\*Assumes part time enrollment with transfer credit

**Projected Launch:** Summer, 2020

### Core and Specialization Courses (Overview):

The 36 credit BS program is designed to provide students with a strong understanding of the factors that influence financial decision making. Students will practice critical thinking skills to solve in-depth financial problems and develop specific knowledge and skills in the areas of financial planning, corporate finance, financial markets, and investment management. The core program consists of 8 courses (24 credits) and the opportunity to select one of two 12 credit specializations in Financial Planning or Corporate Finance. The Financial Planning specialization is aligned with the CFP certification.

### Finance Core Requirements (24 credits)

#### ORG300: Applying Leadership Principles

The opportunities for students, in this first course, for all majors are to learn personal and professional leadership styles and drivers by providing an overview of leadership basics. Leadership skills are utilized across fields of study. Regardless of the roles individuals assume in an organization, they will need to communicate effectively, influence others, and understand the way they respond to others and why. The course engages students in discussion, exploration, and application of leadership skills, principles, and practices. Students will learn about the relationships and connections leaders have with individuals and organizations. Topics include leadership, communication, motivation, style, and characteristics.

**Prerequisite:** None

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**Course Outcomes:**

1. Apply time management principles in personal and professional contexts.
2. Identify leadership styles and traits and how leaders use them when leading organizations.
3. Practice ethical communication through academic integrity application.
4. Explain the responsibilities of leaders personally, professionally, and globally.
5. Recognize the differences between leadership and management in organizations.
6. Prepare written documents and oral presentations with critical thought and academic precision.

**ACT301: Financial Accounting (existing course)**

This course is intended for the user of financial information. Students are provided with the tools to make informed business decisions. Included are an analysis of the various financial statements, their use, and limitations in making business decisions. A detailed analysis of the components of the financial statement and their economic impact on wealth creation for the organization is emphasized.

**Prerequisite: None**

**Course Outcomes:**

1. Describe the primary forms of business organizations, identify the users and uses of accounting information in those organizations, and assess the impacts on business decisions.
2. Analyze the content and purpose of each of the financial statements in an annual report and explain the components that supplement the financial statements.
3. Define and explain assets, liabilities, and stockholders' equity and analyze the fundamental accounting equation.
4. Identify and compute ratios for analyzing a company's profitability, liquidity, and solvency using a financial statement and analyze the economic impacts of each on wealth creation for the organization.
5. Explain, apply, and evaluate internal controls of cash to deter fraud and safeguard company assets.

**MTH410 Quantitative Business Analysis (Existing Course)**

This course provides students with skills to analyze data and apply concepts of statistical analysis and research in a business context. Students formulate conclusions from data using descriptive and inferential statistical methods and expand on knowledge of the underlying theory behind types of data, data sources, data organization, measures of central tendency and variation, probability, and probability distributions.

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**Prerequisite: None**

**Course Learning Outcomes:**

1. Apply statistics to problems in business and economics.
2. Summarize and perform statistical calculations with qualitative and quantitative data.
3. Explain and apply the basic factors of probability for decision making.
4. Describe probability distributions and analyze how they are used in decision-making.
5. Apply the concepts of sampling and inference and evaluate their use in decision making.
6. Apply population distribution and sample size to hypothesis testing.
7. Develop inferences about the differences between two population means and apply to decision-making.
8. Describe and explain the components of the simple linear regression model.

**COM420 Strategic Communication of Data Analysis (Existing Course)**

This course teaches the important skills of distinguishing types of data and communicating scientific and mathematical information in presentations by visualizing data. Students will learn ways to systematically collect, analyze, and interpret data, then translate technical, data-driven information to a lay audience. Students will examine how data analytics contributes to the formulation of policy decisions and the subsequent communication to stakeholders. Students will recognize how analytics applies to return on investment (ROI) within any career or field. Students prepare presentations using narrative strategies to create compelling, interesting talks based on data.

**Prerequisite: None**

**Course Learning Outcomes:**

1. Explain the importance of data analysis, including descriptive and inferential statistics.
2. Distinguish types of data, including the characteristics of analytical models and statistical algorithms.
3. Employ data presentation approaches, including data visualization.
4. Model the systematic collection, analysis, and interpretation of data.
5. Evaluate the systematic collection, analysis, and interpretation of data designed to improve decisions about the organization.
6. Demonstrate data communication skills by delivering presentations for the specific context and audience.

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### **FIN400 Financial Statement Analysis (Existing Course)**

In this intermediate course, students study accounting principles to gain a greater understanding of the theory and logic that underlie basic accounting procedures and practices. It then focuses on reading, interpreting, and analyzing financial statements. Major topics include the underlying framework of Generally Accepted Accounting Principles (GAAP) and comparison with the International Financial Reporting Standards (IFRS), the accounting cycle, preparation of the four principal financial statements, and financial statements analysis as well as ratio analysis for strategic planning and decision making.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Identify the underlying framework of Generally Accepted Accounting Principles.
2. Describe the interrelationship of the four principle financial statements and how they are derived from the recording of business transactions.
3. Explain the components of the income statement.
4. Describe the components of the balance sheet and the statement of stockholders' equity.
5. Discuss the components of cash flow statements.
6. Prepare a simplified version of the four principle financial statements from an adjusted trial balance.
7. Perform basic financial statement analysis including profitability, liquidity, and solvency ratios.
8. Perform expanded financial statement analysis for forecasting and management decision-making.

### **FIN310: Financial Analytics and Modeling (New Course)**

In this course, students apply the methodologies, techniques, and tools most commonly used in the analysis of financial data and creation of financial models. Drawing on methods of research from the fields of statistics, operations research, and information systems, students will use industry tools for visualization, inference, forecasting, and business optimization. The emphasis is on exposing the student to the techniques and software tools that are used in the industry to make informed financial decisions.

**Prerequisite: MTH410**

#### **Course Outcomes:**

1. Use financial data to create visualizations.
2. Use industry tools to create financial models.
3. Forecast financial and operational key performance indicators.
4. Describe how financial models and forecasts can impact business decisions and drive performance.
5. Communicate implications of financial data on business operations.



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### **FIN440: Financial Strategy and Forecasting (New Course)**

This course is designed to provide students with the business acumen needed to determine budget goals, use financial tools to create forecasts, and analyze factors contributing to budget and forecast variances. Using a case study approach, students will analyze and present financial variances and translate financial data to inform operational decision making.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Discuss methods for determining budget goals and creating budgets.
2. Use tools to create forecasts and financial models in support of business strategy.
3. Calculate variances.
4. Determine factors driving financial variances.
5. Present financial data to inform business decisions.
6. Communicate effectively in a business setting.

### **FIN480: Capstone in Finance (New Course)**

In this final course in the program, students will have the opportunity to apply finance program learning outcomes by analyzing the financial operations of organizations or businesses. Students will select, based on their specific area of study, a project to demonstrate their understanding of basic and advanced financial principles, theories, and practices.

**Prerequisite: Completion of major area of study**

#### **Course Outcomes:**

1. Apply terminology, theories, concepts, practices and skills specific to the field of finance.
2. Apply financial principals in the evaluation of real estate topics.
3. Perform financial analysis using quantitative concepts and techniques.
4. Interpret financial statements and ratios.
5. Examine investment and financial risk.
6. Apply legislation, regulations, and principles of practice to financial scenarios.
7. Communicate professionally through writing and presentations.

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### **Specialization in Financial Planning Requirements (12 credits)**

The specialization in financial planning is aligned to the CFP designation and includes coursework to prepare for the entrance exam for the CFP and for successful transition into the career of a financial planner. Topics include financial planning, insurance and retirements planning, and personal income tax planning. Courses in the specialization include:

#### **FIN320: Introduction to Insurance and Investment Planning (New Course)**

Students are provided with the opportunity to develop an in-depth understanding of private and public insurance products, insurance planning, investment vehicles, and different approaches to investment. Students will examine the different types of insurance available to individuals and develop a learn how to evaluate portfolio performance.

**Prerequisites: None**

#### **Course Outcomes:**

1. Describe the principles of investing.
2. Analyze equity investments.
3. Describe the fundamentals of derivatives, fixed income securities, and fixed income strategies.
4. Recommend appropriate personal, property, and health insurance options.
5. Compare and contrast types of annuities.
6. Effectively communicate insurance and investment options.

#### **FIN321: Retirement and Real Estate Planning (New Course)**

Students will examine the major components of retirement and real estate planning as it relates to personal finance. The course is designed to prepare students in personal and employee-sponsored retirement plans, gathering information, and selecting appropriate options to achieve a client's retirement goals. Additionally, students will evaluate property ownership issues, taxation issues, planning documents, and implementation strategies that encompass effective estate planning.

**Prerequisites: None**

#### **Course Outcomes:**

1. Describe personal retirement options.
2. Describe sponsored retirement options.
3. Identify methods for building wealth.
4. Examine the impact of wills, estates, and the probate process.
5. Compare transfers at death, lifetime transfers, and generation skipping transfers.
6. Apply estate planning concepts in the creation of a financial plan.

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### **FIN322: Personal Income Tax Planning (New Course)**

This course is designed to prepare students with an understanding of personal and business income taxation and develop the skills necessary to provide advice and recommendations for effective tax planning. Students will examine tax returns and discuss tax implications for individuals and businesses.

**Prerequisites: None**

#### **Course Outcomes:**

1. Account for and calculate total income and total income exclusions.
2. Define depreciation, amortization, and depletion.
3. Describe the implications of property transactions.
4. Calculate each component of an individual tax filing.
5. Communicate the implications of financial decisions on personal taxes.

### **FIN323: Developing the Financial Plan (New Course)**

Students are provided an overview of the basics of financial and investment planning. Students will also examine the role and functions of the financial planner. The course is designed to prepare students with a fundamental understanding of financial planning tools and techniques including: (1) financial statement analysis, (2) basic economics, (3) funding for education, and (4) working and communicating with others.

**Prerequisites: None**

#### **Course Outcomes:**

1. Describe the personal financial planning process.
2. Analyze economic concepts.
3. Create Personal financial statements.
4. Describe cash flow and debt.
5. Analyze personal investment opportunities
6. Prepare and present a personal financial plan.

### **Specialization in Corporate Finance Requirements (12 credits)**

The specialization in corporate finance will prepare students to serve as corporate financial analysts and careers in corporate finance. Topics will include principles of corporate finance, working capital, risk management, and corporate finance, and will involve mathematical equations and the use of industry software tools. Courses in the specialization include:

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### **FIN330: Corporate Finance (New Course)**

This course is designed to provide students with an in-depth analysis of corporate financial operations, tools, and technologies. Specific topic areas may include sources of corporate funding, the capital structure of corporations, operational and financial projection modeling, budgeting, and the actions financial leaders take to increase the value of the firm. Additionally, students will apply the tools and analysis used to allocate financial resources.

**Prerequisites: None**

#### **Course Outcomes:**

1. Analyze the impact of corporate finance on business operations.
2. Determine effective corporate funding source types.
3. Describe capital structures.
4. Use financial information to inform decision making.
5. Create a financial strategy to increase firm value.
6. Use financial tools to determine effective resource allocation.
7. Create models using corporate financial data.

### **FIN375: Working Capital Management (New Course)**

This course is designed to provide students with an understanding of the financial requirements for continued organizational operation. Students will assess the requirements for an organization to maintain its ability to satisfy both maturing short-term debt and upcoming operational expenses. Students will understand how to manage inventories, accounts receivable and payable, and cash.

**Prerequisites: ACT301**

#### **Course Outcomes:**

1. Describe the impact of working capital management practices on profitability, liquidity, risk and operating flexibility.
2. Evaluate the importance of effective working capital management.
3. Describe the impact fund flow cycles have on working capital management objectives.
4. Compare and contrast the relative merits of alternative working capital policies and the likely short-term and long-term impact on the firm.
5. Apply corporate cash management, accounts receivable management, bank relations, and inventory management techniques to maximize the share holders' value.

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### **FIN332: Risk Management and Analysis (New Course)**

In this course students will learn about the role of financial risk management in organization and prepare an organization for uncertainties. Special attention will be paid to the differences between financial and business risks and the examination risk management concepts and techniques. Students will review the role of risk regulation in financial markets and learn how to identify and describe the various types of financial risk and their sources.

**Prerequisites: None**

#### **Course Outcomes:**

1. Differentiate between financial risks and business risks.
2. Describe the various types of financial risk to an organization and their sources.
3. Identify the real-world violations of the 'standard model' assumptions that make risk management a value add to the organization.
4. Differentiate between risk measurement and risk management.
5. Describe systemic risk as a negative externality.
6. Describe the US regulatory structure.

### **FIN333: Corporate Valuation (New Course)**

In this course, students are prepared with the skills needed to perform detailed business valuation modeling using three main methods: Comps, Precedents and DCF Analysis. Students will learn a detailed for valuing a company based on comparable companies, past M&A transactions and a Discounted Cash Flow Model (DCF).

**Prerequisites: None**

#### **Course Outcomes**

1. Define and calculate various equity and enterprise value multiples.
2. Calculate and analyze valuation multiples.
3. Learn the most common multiples: EV/Revenue, EV/EBITDA, EV/EBIT, P/E
4. Value a company using comparable company analysis, precedent M&A transaction, and discounted cash flow techniques.
5. Calculate free cash flows to the firm and to equity
6. Outline the main drivers of free cash flows
7. Value a business using a two-stage DCF valuation model
8. Calculate the cost of equity, cost of debt and the weighted average cost of capital.

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References:

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**MATTER FOR ACTION:**

Bachelor of Science in Cybersecurity

**RECOMMENDED ACTION:**

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Cybersecurity

**EXPLANATION:**

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

The Bachelor of Science in Cybersecurity program is designed to prepare individuals for jobs in the growing area of security and intelligence. In this specialized program, students will gain the necessary knowledge of techniques and best practices for developing ethical solutions to enforce systems and network security. Students will have the necessary skills to pursue careers in network security, cyber security management, and cybersecurity operations. The curriculum will also prepare students for professional certification exams, such as Certified Cloud Security Professional (CCSP), Systems Security Certified Practitioner (SSCP), Certified Encryption Specialist (EC-Council ECES), Certified Incident Handler (EC-Council ECIH), CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Project+, and other relevant Certifications. Students will gain competence in the areas associated with the Certified Information Systems Security Professional (ISC-CISSP) exam.

The Cyber Security area is one of the fastest growing areas in IT and business. Cyber Security focuses on providing an organization with appropriate policies and technologies to mitigate risks and attacks on an organization's networks and computers. The market for cybersecurity is expected to expand to be worth over \$170 billion by the year 2020 (Morgan, 2015). The Bureau of Labor Statistics estimates that the median 2016 pay for an Information Security Analyst is \$92,600 per year, and there is an 18% job growth outlook (Information Security Analysts, 2015).

CIP Code: 11.0103

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date

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### **Request approval for a new BS in Cybersecurity**

**Program Title:** BS in Cybersecurity

**Degree Type:** Undergraduate

**STEM:** Yes (ICE)

**Recommended CIP Code:** 11.0103

**Program Chair/Program Manager:** Dr. Charles Lively, Dr. Tony Contento

#### **Program Description:**

The Bachelor of Science in Cyber Security program is designed to prepare individuals for jobs in the growing area of security and intelligence. In this specialized program, students will gain the necessary knowledge of techniques and best practices for developing ethical solutions to enforce systems and network security. Students will have the necessary skills to pursue careers in network security, cyber security management, and cybersecurity operations. The curriculum will also prepare students for professional certification exams, such as Certified Cloud Security Professional (CCSP), Systems Security Certified Practitioner (SSCP), Certified Encryption Specialist (EC-Council ECES), Certified Incident Handler (EC-Council ECIH), CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Project+, and other relevant Certifications. Students will gain competence in the areas associated with the Certified Information Systems Security Professional (ISC-CISSP) exam.

#### **Program Outcomes:**

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Implement a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.



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6. Apply security principles and practices to maintain operations in the presence of risks and threats.

#### **Program Eligibility:**

Undergraduate students must meet CSU-Global standard admissions requirements, have 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. As the needs and definition of modern learners change to include a younger, more tech savvy student, CSU-Global offerings must include more opportunities for true expertise development. CSU-Global's ability to provide a Bachelor of Science in Cyber Security is well-aligned with our mission, industry need, and student demand.

#### **Rationale for offering the degree program:**

The Cyber Security area is one of the fastest growing areas in IT and business. Cyber Security focuses on providing an organization with appropriate policies and technologies to mitigate risks and attacks on an organization's networks and computers. The market for cybersecurity is expected to expand to be worth over \$170 billion by the year 2020 (Morgan, 2015). The Bureau of Labor Statistics estimates that the median 2016 pay for an Information Security Analyst is \$92,600 per year, and there is an 18% job growth outlook (Information Security Analysts, 2015). Additional employment data is below:

	Positions Open	Percent Growth	Average Salary
<b>Burning Glass National</b>	600,747	15%	\$94,113
<b>Burning Glass Denver</b>	19,661	30%	\$92,049
<b>LinkedIn National</b>	26,002	NA	NA
<b>LinkedIn Denver</b>	475	NA	NA

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### Industry Comparison

The schools below provide online options for undergraduate study in cybersecurity. The vast majority of options are still limited to traditional physical locations. According to Program Insights (Burning Glass) there are only 86,845 degrees conferred annually in computer science, cybersecurity, Information Technology, and related discipline areas suggesting there is a true need CSU-Global to serve in this discipline area and provide more graduates to fill the over 600,000 open positions nationwide.

Institution	Degree	Cost Per Credit Hour
Colorado Technical University	Bachelors in Cyber Security	\$439
Southern New Hampshire University	Bachelors in Cyber Security	\$369
DeVry University	Bachelors in Cyber Security Programming	\$659
Regis University	Cybersecurity Certificate	\$585
University of Maryland, University College	Bachelors in Cybersecurity Management and Policy	\$998

*\*CSU-Global per credit cost is 350.00 with an annual cost (at 24 credit hours) of \$8,400.*

### Industry Reviewers

Doug Lhotka, Executive Cybersecurity Architect, IBM

Sean McNeill, Technology Solutions Professional specializing in Threat Management, Microsoft

Joseph Andrew Atencio, Chief Technology Officer, City of Greenwood Village

Chris Boyer, Assistant Vice President for Global Public Policy, AT&T

### Budget Summary:

CSU-Global faculty members have collaboratively outlined the courses required for a Bachelor of Science in Cybersecurity based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

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The curriculum can be developed by CSU-Global with existing faculty members. The cost of development for the three new courses required for the program is \$10,000 per course for a total cost of \$30,000. 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. Students are required to complete 120 credits for this program with 90 credit hours in B.S. Cybersecurity curriculum.

**Projected Enrollments**

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
New Enrollments	20	40	50	70	100	150	430
Completions	0	13	26.8	34	47	67	188

**Financial Projections**

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Revenue	\$210,000	\$560,700	\$806,400	\$1,086,750	\$1,542,450	\$2,278,500	\$6,484,800
Development Costs	(\$30,000)	\$0	\$0	\$0	\$0	\$0	(\$30,000)
Net Income	(\$135,600)	(\$362,052)	(\$520,704)	(\$701,730)	(\$995,982)	(\$1,471,260)	(\$4,187,328)
Net Income	\$44,400	\$198,648	\$285,696	\$385,020	\$546,468	\$807,240	\$2,267,472

\*Based on 30 credit completion per year and prior GE credit.

**Projected Launch:** Fall 2020

**Courses (Overview):**

This degree provides knowledge of the concepts and skills associated with cybersecurity and information assurance. The courses contain a focused IT core and a series of cybersecurity and information assurance concentration courses. This program leverages appropriate security-focused courses across information technology and computer science.

This program consists of 87-credit hours of core coursework (including MTH350 general education prerequisite). Transfer credit eligibility may be limited for students entering this program. Students in this program are not eligible for any specialization.

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**Courses (List):**

<b>Course ID</b>	<b>Title</b>	<b>Prerequisite</b>	<b>Recommended Prior Course</b>	<b>New Course? (Y/N)</b>
MTH350	Discrete Mathematics		None	N
ORG300	Applying Leadership Principles		None	N
ITS310	Introduction to Computer-Based Systems	None	None	N
ITS315	Introduction to Networks	None	ITS310	N
ITS330	Web Design and Development		None	N
ITS335	Human Computer Interaction	ITS330	ITS335	N
ITS320	Basic Programming	None	ITS310	N
CSC320	Computer Programming I	ITS310	ITS320	N
CSC372	Computer Programming II	CSC320	None	N
ITS350	Information Systems and Security	None	ITS310 or ITS315	N
ITS400	Information Technology Project Management	None	ITS310 or ITS315	N
ITS405	Intermediate Networking	None	ITS315	N
ITS410	Database Management	None	ITS310 or ITS315	N
ITS430	Network Enterprise Solutions	ITS315	None	N
ITS360	Introduction to Cyber Security and Digital Crime	None	ITS315	N
ITS415	Principles of Cyber Security	ITS310	None	N
CSC450	Programming III	CSC372	None	N
ITS411	Principles of Database Security	ITS410	None	Y
ITS425	Ethical Hacking and Penetration Testing	ITS415	None	N
ITS439	Virtualization Technology Fundamentals	ITS315	None	N
ITS441	Cloud Technology Fundamentals	None	None	N
ITS442	Enterprise Cloud Computing	ITS441	None	N
ITS443	Server Virtualization Technologies	ITS441	None	N
ITS446	Securing Virtual and Cloud Systems	ITS441	None	N
ITS455	Digital Forensics and Investigations	ITS415	None	N
ITS460	Information Security Legal and Ethical Issues	None	None	N
ITS462	Introduction to IT Auditing	None	None	Y
CRJ300	Introduction to Criminal Justice	ITS455	None	N

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ITS481	Cybersecurity Capstone		Core Requirements	Y
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### **ORG 300 Applying Leadership Principles (Existing Course)**

This required first course for all majors provides an overview of leadership basics. Leadership skills are important to all fields of study because regardless of the role a person assumes in an organization, he or she will need to influence others in order to accomplish the goals and tasks of their work. The course engages students in discussion, exploration and application of leadership skills, principles, and practices. Students will learn about the relationships and connections among leaders, individuals, and organizations. Topics include communication, motivation, problem solving, organizational change, and workplace conflict.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Describe leadership problems, the various perspectives on those problems, and the range of possible solutions applying knowledge to these problems.
2. Analyze and solve problems using strategic thinking, planning, communication, and writing skills.
3. Create empowering environments by inspiring others, building coalitions, and developing a shared vision.
4. Develop critical thinking, research, and presentation skills to effectively communicate.
5. Recognize how personality traits impact professional experiences.
6. Apply personal strengths and skills during an exploration of potential career opportunities.

### **ITS310 Introduction to Computer-Based Systems (Existing Course)**

This course is an in-depth study of personal computer hardware, peripherals, and interfaces. It prepares students for the Essentials portion of the CompTIA A+ certification exam. It prepares students to diagnose, troubleshoot and maintain personal computer systems. It also provides a detailed overview of common peripheral devices and discusses how to connect them to personal computers. The use of a simulated lab environment will be incorporated into the course learning.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Apply preventative maintenance techniques in given information technology scenarios.
2. Explain operating system problems
3. Identify the causes of operating system problems.
4. Determine solutions for hardware system problems.
5. Implement security features that address viruses, malware, and other threats.
6. Describe basic security concepts and technologies.

### **ITS315 Introduction to Networks (Existing Course)**

This course provides an overview of computer networks including operating systems, networks, the internet and information system design, and the roles and responsibilities of technology professionals.

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During this course, students are prepared for CompTIA Network+ + (N10-006) Exam and Network Pro Certification. Students also learn about wireless network and network security and develop the ability to diagnose and troubleshoot common networking problem and issues.

**Prerequisite: ITS310**

### **Course Learning Outcomes**

1. Analyze an organization's' information technology needs.
2. Implement viable solutions to meet an organization's' information technology needs.
3. Describe networking concepts, terms, hardware, software, and tools.
4. Prepare for the Network Pro exam (N10-006).
5. Synthesize an organization's goals with information technology initiatives.
6. Identify basic concepts of network security.
7. Evaluate an organization's network based on networking software and tools.

### **ITS330 Web Design and Development (Existing Course)**

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

**Prerequisite: None**

### **Course Learning Outcomes**

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

### **ITS335 Human Computer Interaction (Existing Course)**

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

**Prerequisite: ITS330**

### **Course Learning Outcomes**

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

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### **ITS320 Basic Programming (Existing Course)**

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

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Configure Python 3 on a personal computer.
2. Explain terminology used in programming and the tasks performed by a programmer.
3. Develop applications using variables, constants, selection structure, and repetition structure.
4. Construct applications using function procedures, string manipulation, lists and dictionaries.
5. Compose basic object-oriented programming in Python by working with classes.
6. Identify Python programming exceptions.
7. Develop modular Python programs that consist of multiple files.

### **CSC320 Computer Programming I (Existing Course)**

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: ITS310**

#### **Course Learning Outcomes**

1. Demonstrate the use of algorithms, pseudocoding, and flowcharting as it relates to the problem-solving process.
2. Distinguish between basic data types, steps, and properties of programming languages.
3. Demonstrate how to implement fundamental data structures in programming.
4. Demonstrate the use of relational comparison operators and their precedence as it relates to a given problem.
5. Create appropriate sequence, selection, and repetition structures for a given programming assignment.
6. Demonstrate the use of arrays and array lists.
7. Demonstrate how to apply programming constructs for reading and writing to text files, including basic file operations and sequential file processing.
8. Explain and identify concepts related to object-oriented programming.
9. Implement object-oriented classes that include appropriate class attributes and methods.

### **CSC372 Computer Programming II (Existing Course)**

This course provides students with the skills needed to become a Java object-oriented programmer. Students will learn to program applications using discrete structures and that access and update stored information. Students will also learn the underlying features and use of programming language

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translation and static program analysis including run-time components such as memory management in different operating system environments.

**Prerequisite: CSC320 Computer Programming I**

#### **Course Learning Outcomes**

1. Create a program using principles of inheritance.
2. Develop a program using principles of interfaces.
3. Implement a program that utilizes a graphical user interface.
4. Utilize layout managers in the Java programming language.
5. Identify relationships between multiple classes.
6. Apply recursive methods to a program.
7. Discuss searching techniques in Java.
8. Use the collections framework in Java for a given problem.

#### **ITS350 Information Systems and Security (Existing Course)**

ITS350 provides students with the skills and knowledge required to support IT security, planning, and cryptology in organizational settings. The course also prepares the student for the Testout Security Pro and CompTIA Security + certifications.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Analyze an organization's network security needs and potential vulnerabilities.
2. Employ viable solutions to meet the security needs of an organization.
3. Demonstrate working knowledge of network security concepts, issues, vulnerabilities, and required planning for industry network security concerns.
4. Use assessments and lab simulations to prepare for the Security + exam.
5. Apply tools, conceptual knowledge, and concrete skills to align organizational needs with Information Technology initiatives for a secure network environment

#### **ITS400 Information Technology Project Management (Existing Course)**

Prepares managers to develop an IT strategy that aligns business strategy with IT infrastructure for a competitive advantage. Prepares students for the CompTIA Project+ certification.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Describe the project management life cycle.
2. Analyze the components of a project management plan.
3. Explain the purpose of a work breakdown structure.
4. Develop a project schedule utilizing a work breakdown structure.
5. Evaluate impacts of change to a project.
6. Recommend timelines that can predict when project closure occurs.

#### **ITS405 Intermediate Networking (Existing Course)**

This course provides students with the skills and knowledge necessary to implement a core Windows Server 2016 infrastructure in an enterprise environment. The course covers implementation,



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management, maintenance and provisioning of services and infrastructure in a Windows Server 2016 environment. This course aligns with, and prepares student to obtain, the Microsoft Certified Solutions Associate (MCSA): Windows Server 2016 certification 70-740: Installation, Storage, and compute with Windows Server 2016.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Demonstrate configuration of DNS for the enterprise environment.
2. Apply Active Directory functions throughout the domain.
3. Use groups, authentication, and group Policy to secure your enterprise network.
4. Show windows auditing techniques to track potential security breaches.
5. Create a plan for secure remote access.
6. Assess how to maximize data availability on Windows-based file servers.

### **ITS410 Database Management (Existing Course)**

This course teaches students to design, implement, and use database management systems. Students gain a working knowledge of available software packages, concepts of query languages, software integration services, and security considerations. Students will also learn fundamentals of structured query language (SQL) in developing common queries and reports.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Install and configure MySQL.
2. Store data in MySQL.
3. Select and modify data stored in MySQL tables.
4. Connect to MySQL from a Python script.
5. Improve MySQL database query performance.

### **ITS430 Network Enterprise Solutions (Existing Course)**

ITS430 Network Enterprise Solutions provides students with the skills and knowledge necessary to deploy, configure, and manage Microsoft Windows Server 2016, a powerful and complex operating system. Over the next eight weeks, you will learn a great deal about Windows Server 2016. This course aligns with, and prepares student to obtain, the Microsoft Certified Solutions Associate (MCSA): Windows Server 2016 certification 70-741: Networking with Windows Server 2016.

**Prerequisite: ITS315**

### **Course Learning Outcomes**

1. Demonstrate configuring DNS for the enterprise environment.
2. Apply Active Directory processes and functions throughout the networking domain.
3. Devise a plan to utilize groups, authentication, and group Policy to secure your enterprise.
4. Use Windows auditing to track potential security breaches.

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5. Create a plan for secure remote access.
6. Recommend a strategic plan to maximize data availability on Windows-based file servers.

### **ITS360 Introduction to Cyber Security and Digital Crime (Existing Course)**

This course provides an introduction to cyber security and digital crime to students and information technology professionals interested in information security. Students will learn about information security threats, dangers, and risks that organizations face in the workplace as well as gain the ability to analyze potential vulnerabilities that can have an adverse impact on digital assets.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Practice the ability to differentiate between various types of systems security threats that can lead to the loss of a major system security goal.
2. Analyze enterprise security vulnerabilities at various business sectors.
3. Demonstrate the adverse impact of digital assets that are caused by security vulnerabilities and loss effects.
4. Produce enterprise security needs to determine recommendations for an enterprise technology infrastructure.
5. Apply various security models and measures to an enterprise infrastructure.
6. Compare the benefits gained from applying various security measures to enterprise infrastructure.
7. Summarize the types of computer crime, intellectual property, and codes of ethics that relate to an Information technology professional.

### **ITS415 Principles of Cyber Security (Existing Course)**

Concern for cyber security is real. Organizations today are more vulnerable to logical attacks than ever before. The reasons for such cyber-attacks are multitudinous and protection against them is tenuous at best. While motivation for the attacks might range from personal gain to theft of proprietary information to corporate fraud and terrorism, protection demands that adequate measures are put in place that ensure the security and integrity of an enterprise.

**Prerequisite: ITS310**

#### **Course Learning Outcomes**

1. Demonstrate technical and organizational computer security issues within the global environment.
2. Identify global cyberstalking and cyberterrorism laws.
3. Discuss current security vulnerabilities and their impact on business.
4. Describe the importance of computer forensics.
5. Develop security policies that can help businesses improve their security.
6. Evaluate the impact of cyber-threats and corporate espionage activities on organizational security.
7. Summarize the benefits and problems with encryption.

### **CSC450 Programming III (Existing Course)**

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This course places a heavy emphasis on students' ability to develop secure and functional computer programs using either Java or C++ programming languages. Emphasis will be on using programming knowledge to complete programming projects based on real world scenarios that reflect problems in most organizations. Additionally, students will check the security posture of the code by performing checks during development that will be documented and mitigated.

**Prerequisite: ITS372**

#### Course Learning Outcomes

1. Develop computer programs using C++ programming concepts.
2. Implement computer programs using Java programming concepts.
3. Analyze security vulnerabilities in C++ and Java.
4. Write software programs that manage resources securely in different operating system environments.
5. Design computer programs effectively using different programming languages and programming constructs to solve business problems.

#### **ITS411 Principles of Database Security (New Course)**

This course will provide students with an understanding of concepts and techniques that can be utilized to create secure database systems. Students will learn secure data models that can be used in database development. Students will identify appropriate access control mechanisms and trust management techniques that can be integrated into a database system.

**Prerequisite: ITS410**

#### Course Learning Outcomes

1. Discuss secure database features
2. Identify security models in database system development.
3. Implement trust management techniques in a database system.
4. Create access control mechanisms in a database system.
5. Implement security models in a database system.
6. Create an audit plan for a secure database system.

#### **ITS425 Ethical Hacking and Penetration Testing (Existing Course)**

This course provides students with the knowledge and practice needed to secure information systems against attacks such as viruses, worms, and other system weaknesses that pose significant danger to organizational data. Ethical hacking and penetration testing are applied to uncover common techniques used by cyber criminals to exploit system vulnerabilities.

**Prerequisite: ITS415**

#### Course Learning Outcomes

1. Identify the differences between ethical and unethical penetration testing.
2. Describe the phases of a penetration test.
3. Apply tools and methods to conduct penetration tests.

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4. Summarize the various methods that can be used for conducting network reconnaissance in penetration testing.
5. Explain the role of network scanning in penetration testing.
6. Demonstrate different tools and methods to exploit systems during penetration testing.
7. Select methods and tools to maintain access to systems during penetration testing.

#### **ITS439 Virtualization Technology Fundamentals (Existing Course)**

This course provides students with an introduction to the concept of virtualization. Virtualization is achieved through the use of both hardware and software in a manner that gives the perception that a physical environment exists when, in fact, it may not. Students will understand how operating systems in a computer utilize virtual memory to provide applications with the ability to run better and faster without adding more physical memory. Students will explore the concept of server virtualization, which similarly gives the appearance and benefit of having multiple processors running simultaneously. Students will evaluate the present status and future direction of virtualization. Actual virtualization software will be used to provide students with a real-world experience. This course aligns with the VMware Data Center Virtualization Fundamentals certification.

**Prerequisite: ITS315**

#### **Course Learning Outcomes**

1. Discuss various concepts and uses of desktop and server virtualization in the workplace.
2. Identify desktop and server virtualization technologies.
3. Evaluate the implementation and use of virtualization software.
4. Analyze business requirements in forming a recommendation of a virtualization solution.
5. Examine emerging virtualization trends and their impact on the workplace

#### **ITS441 Cloud Technology Fundamentals (Existing Course)**

This course provides students with an overview of Cloud technology fundamentals with a view to prepare students for CompTIA Cloud + certification. Cloud computing is the new paradigm of 21st century computing, with a natural transition from the legacy model of enterprise IT to a world where computing can be sold and purchased from a Cloud computing vendor. This course prepares a student with the knowledge and skills required to understand standard Cloud terminologies and methodologies to implement, maintain, and support Cloud technologies and infrastructure.

**Prerequisite: ITS439**

#### **Course Learning Outcomes**

1. Explain the characteristics associated with the cloud computing paradigm.
2. Identify the technical basics of Cloud and scalable computing.
3. Summarize the concepts associated with cloud computing management.
4. Explain terms related to Cloud Delivery and Hosting Models
5. Use the Cloud computing standards and security guidelines.
6. Analyze the concepts associated with "The CompTIA Cloud+ Certification Exam".

#### **ITS442 Enterprise Cloud Computing (Existing Course)**

This course emphasizes the business applications of cloud computing. Students will learn about cloud computing concepts, architecture, and service management. They will understand the advantages and

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disadvantages associated with a cloud computing platform for business applications, such as those related to financial feasibility, business benefits, and security risks. Students will learn to apply standards and best practices to evaluate alternative cloud solutions in determining which is most appropriate for a given business environment. This course also includes a teamwork component that is based on project management principles to design a cloud-based application.

**Prerequisite: ITS441**

#### Course Learning Outcomes

1. Develop data center design principles.
2. Summarize security, privacy, and interoperability as it relates to enterprise cloud computing.
3. Identify an appropriate cloud computing solution based on the business applications.
4. Explain public cloud, private cloud, and hybrid cloud concepts.
5. Articulate the key technologies and future possibilities for cloud computing.
6. Evaluate various services and contracts to determine the most appropriate for a given situation.

#### **ITS443 Server Virtualization Technologies (Existing Course)**

Students in this course will learn the skills to design, implement, manage, and maintain a virtualization infrastructure using current technologies. The course provides details on how to deploy and manage Hyper-V and Remote Desktop Services on Windows Servers. This course overviews the latest virtualization technology with chapters dedicated to Oracle VirtualBox, VMware Workstation, Microsoft® Hyper-V, and VMware vSphere. Content focuses on virtualization in software-defined data centers. Students learn to build virtual networks, implement high-availability clusters, enhance performance and security, and manage the virtual data center. Students also implement virtual desktop infrastructures using both VMware Horizon and Microsoft VDI. They also examine cloud computing environments with VMware vCloud and Microsoft Azure.

**Prerequisite: ITS441**

#### Course Learning Outcomes

1. Discuss capabilities of Microsoft Hyper-V, architect a Hyper-V solution for a datacenter.
2. Develop hybrid cloud scenarios, specifically with Windows Azure, to providing data both on premise and off premise.
3. Evaluate the implementation and use of Microsoft native tools and System Center.
4. Analyze business requirements related to planning a deployment/migration to Hyper-V.
5. Employ server, desktop and application virtualization technologies in Microsoft System Center to manage the virtual infrastructure.
6. Demonstrate how to complete a conversion of a physical server to a virtual machine.
7. Demonstrate the migration of virtual machines or a cloned virtual machine.
8. Summarize methods of protecting, monitoring, and maintaining a server virtualization infrastructure.
9. Describe backup and restore options for virtual machines.

#### **ITS446 Securing Virtual and Cloud Systems (Existing Course)**

Students in this course are introduced to the concepts of virtualization security including the types of virtualization, the importance of securing virtualized networks and discussions of the various virtualization program offerings. Additionally, students in this course are introduced to the concepts of

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cloud security. Students will understand the strategy for securely implementing network policies and integrating virtual networks into the existing physical infrastructure. Students will also gain an understanding of how to analyze and implement security for public and private clouds. In this course, students will learn about implementations of effective practices for securing virtual machines without creating additional operational overhead for administrators. In addition, students will learn how to protect networks, operating systems and applications in various cloud deployments.

**Prerequisite: ITS443**

#### **Course Learning Outcomes**

1. Describe essential concepts, issues, and challenges in developing and securing today's cloud computing platforms and applications.
2. Summarize vSphere and Hyper-V native security.
3. Identify Secure Cloud Computing Concepts, Functions, Data Management, and Computing Guidelines.
4. Evaluate the use of Secure Cloud Computing Products.
5. Analyze Service-Oriented Computing and Security, Semantic Web Service and Security, and Specialized Web Services and Security in virtual environments.
6. Define Security as a Service in virtual environments.
7. Demonstrate implementation technologies, best practices, and strategies in securing virtual environments.

#### **ITS455 Digital Forensics and Investigations (Existing Course)**

This course provides students with an insight to cyber security professional intrusion detection methods, information security tools, and preventative measures to information security risks. Students will learn how to respond to cyber breaches which includes the recovery, preservation, analysis of digital crime scene evidence, and proper incident response to cyber criminals.

**Prerequisite: ITS415**

#### **Course Learning Outcomes**

1. Demonstrate the use of digital assets using with best practices, appropriate laws, and relevant regulations related to digital investigations.
2. Evaluate situations associated with major computer and network forensics cases and provide insights on possible mitigations to future matters.
3. Apply knowledge of the management of digital investigations, which may include but is not limited to collection, storage, cataloging evidence for use in prosecution of a digital crime scene.
4. Recommend innovative solutions to manage digital investigations related to cyber based crime.
5. Write a plan to respond to cyber security attacks with preservation of the crime scene.

#### **ITS460 Information Security Legal and Ethical Issues (Existing Course)**

In this course students will examine how law, ethics, and technology intersect in organizations that rely on information technology. Students will gain an understanding and insight into issues arising from privacy, secrecy, access control, and policy enforcement, as well as other legal and ethical dilemmas prevalent in today's organizations.

**Prerequisite: None**

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#### **Course Learning Outcomes**

1. Explain the importance of information security to an organization.
2. Describe the risks, threats, and vulnerabilities of security and privacy in IT systems and networks.
3. Discuss cyber ethics and how this concept may relate to issues of law, policy, and innovation.
4. Analyze the effect that technical and architectural choices have on ethical and moral values.
5. Identify the common attacks on IT networks.
6. Explain how the motivations behind IT network attacks have evolved over time.
7. Summarize the relationship between security and privacy.
8. Justify basic approaches to IT security and privacy and how they can be applied in a multinational or international context.

#### **ITS462 Introduction to IT Auditing (New Course)**

This course introduces appropriate principles and guidelines that can be used in information security for information technology auditing. An overview of skills and techniques will be presented to evaluate potential risks in IT environments. Students will gain the ability to evaluate and quantify risks to reduce potential IT threats.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Describe the characteristics of an IT environment.
2. Discuss weaknesses and risks that can influence an IT environment.
3. Identify appropriate IT controls.
4. Develop an appropriate plan for an IT audit.
5. Create a plan to manage IT audit resources.

#### **CRJ300 Introduction to Criminal Justice (Existing Course)**

This course introduces the study of philosophy and history of criminal justice in America. Topics include an examination of criminal justice agencies such as police and security agencies, courts, and corrections, operating as an interacting system. Students will gain foundational knowledge about criminal justice that will prepare them for future studies in discipline.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Describe the main components of the American criminal justice systems.
2. Apply ethical principles to the administration of justice.
3. Discuss how research methods are used to explore issues in criminal justice.
4. Discuss societal diversity in our justice system.
5. Compare the major sources of crime statistics and note their strengths and weaknesses.
6. Describe career options in criminal justice, including the pursuit of graduate studies.
7. Determine the current global trends in criminal justice.

#### **ITS481 Cybersecurity Capstone (New Course)**

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In this course, students to apply cybersecurity principles to real world scenarios and complete a project that represents a culmination of their knowledge in Cybersecurity. Students will demonstrate the ability to review, analyze, and integrate appropriate cybersecurity concepts into a capstone project.

**Prerequisite: None**

**Course Learning Outcomes**

1. Discuss the principles involved in cybersecurity.
2. Identify project factors that affect cost, time, and project performance.
3. Implement a cybersecurity project that can be used in a real-world situation.
4. Apply ethical and legal constraints to the development the cybersecurity project.
5. Demonstrate project management skills and practices for a given project problem.

Table 1. National Centers of Academic Excellence (CAE)  
Knowledge Units Comparison

2019 NCA Knowledge Units (KU)	Corresponding CSU-Global Course
Foundational - Cybersecurity Foundations (CSF)	ITS360 Introduction to Cyber Security and Digital Crime
Foundational - Cybersecurity Principles (CSP)	ITS415 Principles of Cyber Security
Foundational - IT Systems Components (ISC)	ITS310 Introduction to Computer-Based Systems
Technical Core - Basic Cryptography (BCY)	ITS350 Information Systems and Security
Technical Core - Basic Networking (BNW)	ITS315 Introduction to Networking
Technical Core - Basic Scripting and Programming (BSP)	ITS320 Basic Programming
Technical Core - Network Defense (NDF)	ITS446 Securing Virtual and Cloud Systems
Technical Core - Operating Systems Concepts (OSC)	ITS310 Introduction to Computer-Based Systems
Non-Technical Core - Cyber Threats (CTH)	ITS360 Introduction to Cyber Security and Digital Crime
Non-Technical Core Cybersecurity Planning and Management (CPM)	ITS455 Digital Forensics and Investigations
Non-Technical Core -Policy, Legal, Ethics, and Compliance (PLE)	ITS460 Information Security Legal and Ethical Issues



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Non-Technical Core - Security Program Management (SPM)	ITS462 Introduction to IT Auditing
Non-Technical Core - Security Risk Analysis (SRA)	ITS462 Introduction to IT Auditing
Advanced Algorithms (AAL)	CSC372 Computer Programming II
Advanced Network Technology and Protocols (ANT)	ITS405 Intermediate Networking
Algorithms (ALG)	CSC320 Computer Programming I
Cybersecurity Ethics (CSE)	ITS460 Information Security Legal and Ethical Issues
Cloud Computing (CC)	ITS441 Cloud Technology Fundamentals
Database Management Systems (DMS)	ITS410 Database Management

Table 2. ABET Curricular Guidelines for Bachelor of Science in Cyber Security Programs

<b>2019 ABET CSEC Knowledge Areas</b>	<b>Corresponding CSU-Global Course</b>
Data Security	ITS360 Introduction to Cyber Security and Digital Crime
Software Security	ITS415 Principles of Cyber Security
Component Security	ITS310 Introduction to Computer-Based Systems
Connection Security	CSC450 Programming III
Systems Security	ITS315 Introduction to Networking
Human Security	ITS320 Basic Programming
Organizational Security	ITS462 Introduction to IT Auditing, ITS460 Information Security Legal and Ethical Issues
Societal Security	ITS462 Introduction to IT Auditing, ITS460 Information Security Legal and Ethical Issues

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**MATTER FOR ACTION:**

Master of Science in Military and Emergency Responder Psychology Degree

**RECOMMENDED ACTION:**

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Master of Science in Military and Emergency Responder Psychology Degree.

**EXPLANATION:**

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

The mission of our military forces along with emergency responder agencies around the country is to protect the security of our country and our communities. This requires physically and mentally healthy personnel to carry out this mission. However, research consistently shows that military personnel and emergency responders are more likely than civilians to develop behavioral health conditions including, but not limited to posttraumatic stress disorder, substance abuse disorders, and other trauma related mental health issues. In a study on suicidality, firefighters were reported to have both higher ideation and attempt rates than the general population (Stanley et. al. 2016). In U.S. law enforcement, estimates suggest between 125 and 300 officers commit suicide every year (Badge of Life, 2016). According to the Department of Defense Suicide Event Report, suicide is the second leading cause of death in the U.S. Military (Griffith & Bryan, 2018).

CSU Global has partnered with experts in military and emergency responder psychology to create a Master of Arts degree program for those wishing to serve this unique subculture. Throughout this program, students will develop a special set of competencies as well as a deep understanding and appreciation for military and responder culture. Upon completion, students will be prepared to apply their skills in a variety of settings often accessed by this population including veteran mental health clinics, employee assistance programs, and substance abuse treatment programs.

*We are grateful to the City of Aurora Police Dept. Chief Nick Metz for initially bringing the program's need to CSU-Global's attention. We are proud and pleased to be able to help address this area of identified need.*

CIP Code: 42.2813

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date



**Request approval for a new Master of Science in Military and Emergency Responder Psychology**

**Program Title:** Master of Science in Military and Emergency Responder Psychology

**Degree Type:** Graduate

**STEM:** No

**Recommended CIP Code:** 42.2813

**Program Chair/Program Manager:** Dr. Michael Skiba/Dr. Karen Ferguson

**Program Description:**

This graduate program will prepare students with the theory and methodology utilized to improve the behavioral health of our military personnel and emergency responders. Students will learn about the essential functions of the organization and personnel structure, unique stressors responders routinely face, adaptation strategies to occupational stress and trauma, as well as research related to resilience and recovery in military and emergency responder personnel. Throughout this program, students will develop a special set of competencies as well as a deep understanding and appreciation for military and responder culture. Upon completion, students will be prepared to apply their skills in a variety of settings often accessed by this population.

**Program Outcomes:**

1. Develop specialized knowledge related to the values, mindset, and occupational hazards associated with military and responder work.
2. Assess current industry gaps and best practices in the four primary domains of practice including:
  - a. Assessment (psychological pre-employment, post-critical incident return-to-duty, psychological fitness for duty)

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- b. Intervention (short-term CBT, EMDR, biofeedback, systems and couples counseling)
  - c. Operational support (post critical incident, line-of-duty death, long-term deployment and undercover stress reactions)
  - d. Consultation (suicide intervention training, peer support teams, wellness coaching)
3. Demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, couples counseling, and cultural competency.
4. Apply this knowledge to actual clinical cases in an internship setting.

**Program Eligibility:**

Students are eligible for earning this degree program if they have a bachelor's degree from an accredited institution. This Master's program is composed of 45-credit hours based on the graduate requirements from The Council for Accreditation of Counseling and Related Educational Programs and Colorado Department of Regulatory Affairs. Students are responsible to research and comply with the specific clinical experience requirements of their states.

**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 of Science degree in Military and Emergency Responder Psychology is well-aligned with our mission and serves the greater good.

**Rationale for offering the degree program:**

The mission of our military forces along with emergency responder agencies around the country is to protect the security of our country and our communities. This requires physically and mentally healthy personnel to carry out this mission. However, research consistently shows that military personnel and emergency responders are more likely than civilians to develop behavioral health conditions. To improve the behavioral health of our military personnel and emergency responders, a cooperative effort is needed to establish an advanced education and training program aimed at developing culturally competent mental health clinicians. Military and emergency responder psychology requires, at a minimum, distinctive knowledge of the following: essential functions of the organization and personnel structure, unique stressors responders routinely face, adaptation strategies to occupational stress and trauma, as well as research related to resilience and recovery in military and emergency responder personnel.

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There is high growth expected for licensed counselors in the next ten years (>16%) and a demonstrated shortage of graduates from CACREP accredited programs leading to approved licensure tracks. Fifty one percent of all job openings nationwide (179,744) are at the masters degree level and Colorado is designated as a high needs state with 5,440 open positions within the state (3,400 in Aurora). Nationally, early entry graduates with a masters degree earn an average salary between \$58,000 and \$65,000; a salary well above the national living wage of \$31,450. The top 7 employers include (Burning Glass):

- Department of Veterans Affairs
- Universal Health
- Anthem Blue Cross
- Youth Villages
- US Army
- US Air Force
- Hospital Core of America

And, as part of CSU-Global's community-building effort in the City of Aurora, CO, the institution has been asked by the Aurora Chief of Police Nick Metz to develop and offer the program to help benefit his police force, Aurora, and the first-responder industry.

### **Industry Comparison**

An analysis of the industry suggests there is a need for an online public provider of master's degrees supporting students who want to become Licensed Professional Counselors. The current industry need, demonstrated by the 179,744 open positions, is not being met by the 562 institutions of higher education approved to grant masters degrees in the 42.2813 CIP code. Those institutions produced 18,999 total graduates in the last academic year.

Additionally, not all of these programs are CACREP aligned and will not necessarily prepare students for licensure. The highest graduate producing institutions (listed in order below) are private/for profit schools (71%). Only 29% of graduates in the field of professional/applied psychology are from public institutions.

1. Liberty University
2. Capella University
3. Lamar University
4. Walden University
5. Webster University
6. The Chicago School of Professional Psychology

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### Institutional Comparisons

Institution	Degree	Total Cost	Credits	Cost per Credit
Liberty	Master of Arts in Human Services Counseling – Military Resilience	\$16,950	30 semester hours	\$565
Capella	Clinical Mental Health Counseling  Master of Science in Clinical Mental Health Counseling	\$43,830	90 quarter hours	\$487
Lamar University	Master of Education in Clinical Mental Health Counseling online	\$21,081- \$44,121	60 semester hours	\$351.35 resident/\$735.35 non-resident
Walden University	MS in Clinical Mental Health Counseling (CACREP-Accredited): Military Families and Culture specialization	\$49,290 (\$53,840 with practicum and technology fees)	106 quarter hours	\$465
Webster University	Counseling (MA)	\$29,520	48 semester hours	\$615
Chicago School of Professional Studies	M.A. in Clinical Mental Health Counseling	\$69,840	60 semester hours	\$1,164

### Budget Summary:

CSU-Global faculty members have collaboratively outlined the courses required for a Graduate Master of Science in Military and Emergency Responder Psychology based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified workers.

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The curriculum can be developed by CSU-Global with existing faculty members. The cost of development for the 16 new courses required for the program is \$165,000. There are \$65,000 of additional administrative costs for internship oversight. The assumptions behind these predictions are that student enrollments will be 30 the first year, 50 the second, 70 the third, 90 the fourth, and 110 the fifth. The current graduate tuition is \$500 for a total of \$24,500 per student. Students are required to complete 49 credits for this program. Projections below assume a 78% completion rate with 24-27 credits per year.

**Financial Projections**

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Revenue	\$360,000	\$880,800	\$1,308,000	\$1,735,200	\$2,162,400	\$2,469,600	\$8,916,000
Admin	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)	(\$65,000)
Development	(\$165,000)	\$0	\$0	\$0	\$0	\$0	(\$165,000)
Costs	(\$243,360)	(\$595,421)	(\$884,208)	(\$1,172,995)	(\$1,461,782)	(\$1,669,450)	(\$6,027,216)
Net Income	(\$113,360)	\$220,379	\$358,792	\$497,205	\$635,618	\$735,150	\$2,658,784

**Projected Launch:** Fall, 2020

**Courses (Overview):**

This Master's program is composed of 49-credit hours based on the graduate requirements from The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the state requirements to become a Licensed Professional Counselor Candidate. Students are provided with the concepts and skills associated with the experiences, psychology and support therapy associated with military personnel and emergency responders. The program includes four courses that review the culture, the operational psychology, and the therapy and support structures required to counsel people in these high-stress occupations. The 600-hour internship requirement and the 100-hour practicum requirement is met through the 1-credit hour practicum course and the two 16-week internship courses.

**RES510 Fundamentals of Research and Writing (Existing Course)**

The primary purpose of this course is to help students entering graduate level programs at CSU-Global develop awareness of current and effective research and writing practices with the goal of implementing such practices into their writing and research projects. Students will learn what constitutes graduate level writing and research as well as how to communicate with colleagues in online professional forums. Students will also learn to effectively integrate writing and research skills into the writing projects they will pursue throughout their graduate level programs.

**Prerequisite:** None



### **Course Learning Outcomes**

1. Demonstrate effective academic writing which exceeds CSU-Global graduate level expectations.
2. Synthesize data, theories, models, and concepts from the research in a coherent and meaningful manner in an academic paper.
3. Create academic papers through the process of planning, researching, documenting, and editing within the online environment.
4. Demonstrate effective use of reliable print and digital resources, including the CSU-Global Library, to serve scholarly interests and writing/research goals.
5. Demonstrate objectivity and intellectual traits to evaluate research and paraphrase and cite where appropriate.
6. Produce a formal research proposal incorporating available scholarly research and a formal methodology for conducting primary research.

### **PSY510 History, Systems, and Philosophy of Military and Emergency Responder Psychology (New Course)**

This course highlights the current psychosocial research and literature relevant to the mental health of military and responder populations, including influences of culture, age, and stigma on utilization of mental health services. Students will examine the personal, social, cultural and organizational forces that affect the psychology of military and responder populations.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Analyze the history and development of mental health awareness in military and responder culture and its integration into the broader discipline.
2. Assess individuals in the context of their environment and how the environment (geographical, institutional, cultural) affects functioning.
3. Interpret the influences of organization structure and culture that impact individual and agency functioning.
4. Synthesize applicable psychosocial research related to military and first responders.

### **PSY515 Ethics in Practice (New Course)**

This course will focus in-depth on ethical standards applicable to the science and practice of psychology and pertinent laws and legal standards governing the practice of psychology. Special

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consideration will be given to topics such as peer support vs. clinician limits of confidentiality, establishing clinical boundaries, avoiding dual relationships, and the importance of establishing and maintaining cultural competence.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Apply ethical concepts and legal issues regarding professional activities with military and responder agencies.
2. Develop sensitivity, insight, compassion, and general respect for the responder community.
3. Evaluate situations that challenge adherence to professional values and apply an ethical decision-making model to ethical dilemmas.
4. Maintain cultural competence.

### **PSY520 Lifespan Development and Generational Issues (New Course)**

This course is designed to familiarize students with major concepts, theories, and research related to normal lifespan development (infancy, childhood, adolescence, adulthood).

Additionally, students will focus on impactful generational experiences and cultural norms that may reflect how individuals' function in the world and in the workplace. Rank structure in the military and in police and fire agencies often leads to conflicts related to generational norms and ensuring that those providing mental health support services to these populations can understand, appreciate, and articulate the link between rank and generational experiences is essential.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Examine human development and learned bases of behavior across the lifespan.
2. Develop understanding of the principles and theories of lifespan development including their effects on individuals as well as both personal and professional relationships.
3. Differentiate generational zeitgeists and the impact of these on responder norms and culture.
4. Describe development appropriate wellness activities.

### **PSY525 Suicide Prevention and Intervention (New Course)**

Suicide is a serious public health issue and challenge in Colorado and across the nation. While clinicians across subfields of psychology focused to some extent on the assessment and treatment of people at high risk for suicide, a more comprehensive approach is needed to understand this issue as it relates to military and first responder cultures. Specifically, what prevents them from seeking help how to have a meaningful dialogue about suicidality in a way that is culturally sensitive. This course covers best practices in suicide prevention, intervention

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and suicide crisis response as it relates to military and emergency responder personnel.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Discuss the factors associated with suicide.
2. Demonstrate genuine concern for the welfare of others who are experiencing suicidal ideation.
3. Categorize the symptoms of depression and suicidal ideation.
4. Develop foundational crisis assessment and intervention strategies that promote stabilization while respecting the unique cultural needs of military and responder personnel.

### **PSY530 Couples and Family Counseling (New Course)**

This course is designed for students who want to develop a specialty in working with families and couples. Theoretical perspectives utilized include general systems theory and an integration of behavioral, experiential, and family therapy approaches. Research from the Gottman Institute, which has systematically identified consistent sequences that differentiate relationship success vs failure is heavily emphasized.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Demonstrate sensitivity and understanding in the dynamics of issues impacting military and responder families such as shift work, deployments, divorce and blended families.
2. Analyze research from the Gottman institute as it relates to the study of emotion with psycho-physiological measurement and relationship satisfaction.
3. Explain the role of conflict in relationships and identify effective and toxic communication patterns.
4. Analyze theoretical perspectives supporting couples and family counseling.

### **PSY535 Trauma and Crisis Intervention (New Course)**

This course is designed to provide students with an overview of the key issues associated with trauma and crisis intervention, including how to conceptualize trauma and different approaches to treatment. Specifically, students will focus on assessing and responding to crises, conducting rapid needs assessment in complex emergencies, and utilizing psychological first aid, debriefing, and defusing skills in a variety of contexts. Course content will also assist students in preventing and healing from their own experiences of secondary and vicarious trauma.

**Prerequisite: None**

**Course Learning Outcomes**

1. Apply the principles and basic strategies of crisis intervention in response to the various reactions to trauma.
2. Evaluate concepts regarding the assessment and evidence-based treatment of trauma injury and post-traumatic stress disorder.
3. Apply self-assessment for vicarious trauma and utilize self-care strategies.
4. Analyze methods for conducting rapid needs assessment in complex emergencies.

**PSY540 Individual Counseling and Personality Theory (New Course)**

This course is designed to introduce students to the practice of psychotherapy. Students will explore basic theories and techniques of counseling, with an emphasis on the therapy relationship. Specifically, students will examine the development of the therapeutic alliance, the process of setting goals in treatment, evaluating progress in therapy, and how to constructively confront clients. In addition, students will explore ethical and legal issues in the therapy process. Finally, students will also look at issues of professionalism and self-care.

**Prerequisite: None**

**Course Learning Outcomes**

1. Communicate effectively using verbal and non-verbal skills in a therapeutic context.
2. Demonstrate, through role plays and practice sessions, an ability to develop client rapport, demonstrate active listening skills, and otherwise engage in the beginning stages of therapy.
3. Develop an understanding of how to appropriately address obstacles to change during therapy.
4. Explore ethical and legal issues in the therapy process.

**PSY545 Group Interventions (New Course)**

This course exposes students to basic elements of the group intervention process, ethical and professional issues unique to group work, and key concepts and techniques of group therapy/intervention. Specific learning objectives include attaining an understanding of the theory and functioning of groups; gaining knowledge and practice in essential group therapy skills; identifying integral points and considerations for working with military and responder populations; and developing an awareness of one's own impact on group contexts.

**Prerequisite: None**

**Course Learning Outcomes**

1. Examine group theories of counseling and psychotherapy.
2. Create and maintain productive and respectful relationships with clients in a group setting.

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3. Develop understanding of how to negotiate conflict, defensiveness, or non-participation in a group therapy setting.
4. Reflect on your impact on the group.

### **PSY550 Performance and Health Psychology (New Course)**

This course will focus on the ways that clients' physical health and stress affects psychosocial and emotional well-being. Course work will focus on the relationship between the mind and the body and take a holistic and contextual approach to understanding work with clients, keeping in mind relational and cultural variables. Additionally, discussions will focus on mindfulness, differential diagnoses of depression and anxiety, sleep hygiene, and other empirically supported treatments for issues that clients routinely present with. The overarching theoretical framework of the course will be relationship-focused, client-centered, and strengths-based. Particular attention will be paid to helping clients enhance their strengths and find meaning and purpose in their lives during times of high stress.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Evaluate the relationship between health, physical activity, and psychological principles as they related to human performance.
2. Analyze the physiology of anxiety and related emotional states.
3. Assess how knowledge of emotional states can be used to enhance performance in high- stress responder occupations.
4. Present methods of meaning finding.

### **PSY550 Statistics (New Course)**

This course is designed to increase understanding of advanced analytical techniques in statistics, particularly as they pertain to psychology. Course material will take an applied approach, i.e., the course material will emphasize the feasibility, application, and utilization of these analyses rather than the theories upon which they are based.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Calculate the statistics necessary to answer research questions using descriptive statistics, statistically significant tests, effect sizes, and confidence intervals.
2. Interpret empirical research findings.
3. Communicate the meaning of statistical results.
4. Use statistical results to make therapeutic recommendations.

### **PSY555 Military and Emergency-Responder Assessment (Pre-Employment, Fitness for Duty, and Return to Duty Evaluations) (New Course)**

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This course addresses the cultural considerations needed for interviewing and conducting psychological evaluations with military and responder personnel. Clinical interviewing techniques and measures across all psychological assessment domains, including diagnosis, personality, and cognition, as well as more specialty-focused areas such as pre-employment, return-to-duty, and fitness-for-duty evaluations are covered. The class explores the strengths and limitations of each assessment measure with a focus on research and norming issues as well as administration and feedback considerations.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Explain the current methods of pre-employment, fitness for duty, and return to work evaluations.
2. Examine the content, reliability and validity, and purposes of assessment measures frequently used with military and responder agencies.
3. Acquire skills in assessment interviewing, report writing, and effective feedback communication to an agency.
4. Practice interviewing in clinical simulations.

### **PSY560 Substance Abuse (New Course)**

According to U.S. Department of Health and Human Services estimates, the use of illicit drugs and alcohol impacts tens of millions of Americans and costs taxpayers hundreds of billions of dollars in related costs on an annual basis. Unsurprisingly, substance use and abuse issues play a significant role in military and emergency responder mental health practice as well. This course will introduce the assessment, diagnosis, and treatment of substance abuse and related disorders. Additionally, students will become familiar with the dynamics and etiology of substance abuse; learn to identify psychometric tools used in the evaluation of substance abuse; and be able to review evidence-based treatment methods and their application to military and emergency responder populations.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Apply skills in developing the therapeutic alliance with clients who may be particularly hesitant to seek treatment and/or report truthfully on substance use concerns.
2. Plan and implement interventions utilizing validated substance use intervention strategies.
3. Evaluate intervention progress.
4. Modify intervention strategies an evaluation of progress.

### **PSY565 Grief and Loss (New Course)**

The course provides a review of the present status of the psychology of loss and grief including trauma related loss. Students will review applicable literature and a model for dealing with grief

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and loss in individual and group settings will be discussed. Diverse cultural differences in addressing grief and loss will be covered as well as multicultural interventions to address the needs of those who have experienced grief and loss.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Describe the influence of culture and society on the inward and outward expressions of grief.
2. Describe common gender and cultural differences in the grieving process.
3. Evaluate the characteristics of a complicated grief process.
4. Analyze theoretical principles associated with grief and loss.

### **PSY570 Counseling Practicum (1 CR) (New Course)**

The clinical practicum is an online-directed, supervised field experience in a mental health counseling field setting during which students practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. Students also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. Students are responsible to research and comply with the specific clinical experience requirements of their states.

**Prerequisite: 9 hours of coursework**

### **PSY580 Counseling Clinical Internship 1 (3 credits, 16 weeks) (New Course)**

This is the first course in a sequence of two clinical internship courses during which students fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, students must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. Practicum experience will serve to guide students in conceptualizing, planning, and implementing culturally responsive interventions with military and responder personnel and their families. Individual, family, and group therapy cases, as well as assessments, from the students' field placements will be presented by the students and reflected upon in the context of the cultural considerations, therapeutic models, and assessment research learned in the previous courses. Adaptations from approaches will be applied and interventions designed to meet the needs of the responder population will be employed and evaluated for effectiveness.

**Prerequisite: PSY570**

### **Course Learning Outcomes**

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1. Engage in appropriate self-care strategies to enhance interpersonal effectiveness.
2. Apply the appropriate and effective use of supervision.
3. Demonstrate effective integration and communication of clinical material in supervision and synthesize feedback and experience in applied work.
4. Meet synchronously on a weekly basis for group supervision meetings with their course instructor.
5. Practice specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families.

### **PSY585 Counseling Clinical Internship 2 (3 credits, 16 weeks) (New Course)**

This is the second course in a sequence of two clinical internship courses during which students fulfill 600 total required contact hours. Of the 600 total hours, students must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. Students also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. Practicum experience will serve to guide students in conceptualizing, planning, and implementing culturally responsive interventions with military and responder personnel and their families. Individual, family, and group therapy cases, as well as assessments, from the students' field placements will be presented by the students and reflected upon in the context of the cultural considerations, therapeutic models, and assessment research learned in the previous courses. Adaptations from approaches will be applied and interventions designed to meet the needs of the responder population will be employed and evaluated for effectiveness.

**Prerequisite: PSY580**

### **Course Learning Outcomes**

1. Engage in appropriate self-care strategies to enhance interpersonal effectiveness.
2. Apply the appropriate and effective use of supervision.
3. Demonstrate effective integration and communication of clinical material in supervision and synthesize feedback and experience in applied work.
4. Meet synchronously on a weekly basis for group supervision meetings with their course instructor.
5. Practice specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families.



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References:

Badge of Life. (2016). A study of police suicide 2008–2016. Retrieved from <http://www.policesuicidestudy.com>

Griffith, J., & Bryan, C. J. (2018). Preventing suicides in the U.S. military. *Psychological Services*, 15(3), 251-261. Retrieved from <http://dx.doi.org/10.1037/ser0000225>

Stanley, I. H., Hom, M. A., & Joiner, T. E. (2016). A systematic review of suicidal thoughts and behaviors among police officers, firefighters, EMTs, and paramedics. *Clinical Psychology Review*, 44, 25–44. Retrieved from <https://doi.org/10.1016/j.cpr.2015.12.002>

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**MATTER FOR ACTION:**

Graduate Certificate in Military and Emergency Responder Psychology

**RECOMMENDED ACTION:**

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Graduate Certificate in Military and Emergency Responder Psychology

**EXPLANATION:**

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

The CSU-Global Graduate Certificate in Military and Emergency Responder Psychology is designed with a focus on increasing access to quality psychological services for military personnel and emergency responders by serving as an industry leader in training culturally competent clinicians. For the purpose of this proposal, an “emergency responder” is inclusive of those working within the fields of law enforcement, fire, EMS, dispatch, coroner services, disaster response, emergency room personnel, etc.

CSU-Global has partnered with a team of instructors and emergency responder psychology experts to oversee the clinical and academic work of this program through a combination of online courses and internship experiences. Students who have a formal background in psychology and/or human services will gain an advanced understanding of, and experience in, providing support services to military personnel and emergency responders. Upon completion, students will be prepared to apply their skills in a variety of settings often accessed by this population including veteran mental health clinics, employee assistance programs, substance abuse treatment programs, and private practice.

*We are grateful to the City of Aurora Police Department Chief Nick Metz for initially bringing the program’s need to CSU-Global’s attention. We are proud and pleased to be able to help address this area of identified need.*

CIP Code: 42.2813

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date



**Request approval for a new Graduate Certificate in Military and Emergency Responder Psychology**

**Program Title:** Graduate Certificate in Military and Emergency Responder Psychology

**Degree Type:** Graduate

**STEM:** No

**Recommended CIP Code:** 42.2813

**Program Chair/Program Manager:** Dr. Michael Skiba/Dr. Karen Ferguson

**Program Description:**

This certificate program will provide students with the theory and methodology utilized to improve the behavioral health of our military personnel and emergency responders. Students will learn about the essential functions of the organization and personnel structure, unique stressors responders routinely face, adaptation strategies to occupational stress and trauma, as well as research related to resilience and recovery in military and emergency responder personnel. Throughout this program, students will develop a special set of competencies as well as a deep understanding and appreciation for military and responder culture. Upon completion, students will be prepared to apply their skills in a variety of settings often accessed by this population.

**Program Outcomes:**

1. Apply training in direct mental health service provision to military and emergency responder personnel.
2. Engage in the theory and application of military and emergency responder psychology.
3. Evaluate the research and effective approaches to assessment and treatment of military personnel and emergency responders.
4. Network with recognized leaders in the field of military and emergency responder psychology.

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**Program Eligibility:**

Students are eligible for earning this certificate program if they have a masters degree from an accredited institution; an academic background in psychology, social work, or related field; and a minimum of 2 years of experience working with military or first responders in a behavioral health setting.

**Mission Appropriateness:**

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU-Global's ability to provide a Graduate Certificate in Military and Emergency Responder Psychology is well-aligned with our mission.

**Rationale for offering the graduate certificate:**

The mission of our military forces along with emergency responder agencies around the country is to protect the security of our country and our communities. This requires physically and mentally healthy personnel to carry out this mission. However, research consistently shows that military personnel and emergency responders are more likely than civilians to develop behavioral health conditions. Military and Emergency Responder Psychology is a sub-discipline born out of the need to better address the unique issues faced by responder personnel. There are more than 22 million Veterans in the United States, with Colorado home to more than 416,000 of them. Colorado is also home to more than 24,000 law enforcement officers and firefighters. The need for specialized mental health care for service members, emergency responders, and their families is growing dramatically. The demand for culturally competent clinicians to assess and treat this population is soon expected to outgrow the number of available providers. Specialized training is needed to upskill agency psychologists and social workers with a variety of services including selection screenings, fitness for duty evaluations, critical incident stress debriefing, wellness program development, and counseling for responders and their families.

There is high growth expected for licensed counselors in the next ten years (>16%) and a demonstrated shortage of graduates prepared to work with our military and first responders. Fifty-one percent of all job openings nationwide (179,744) are at the masters degree level and Colorado is designated as a high needs state with 5,440 open positions within the state (3,400 in Aurora). There are also more than 1,000 open positions for those with a focus in military and first responder therapy. Nationwide, the US Department of Veterans Affairs, US Army, and US Air Force are the top employers for licensed counselors. Graduates with a masters degree earn an average salary between \$58,000 and \$65,000; a salary well above the national living wage of \$31,450. This certificate program is designed to support the existing mental health professional with the opportunity to upskill or specialize in military and first responder psychology.

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And, as part of CSU-Global's community-building effort in the City of Aurora, CO, the institution has been asked by the Aurora Chief of Police Nick Metz to develop and offer the program to help benefit his police force, Aurora, and the first-responder industry.

### Industry Comparison

An analysis of the industry suggests there is a need for an online public provider to provide upskilling for mental health professionals interested in supporting the military and first responder population. There are 562 institutions providing masters level programming in the applied psychology field. However, there are very few programs offering the ability for practitioners to upskill or specialize in military and first responder counseling or care.

Institution	Degree	Cost	Credits	Cost per Credit
Liberty	Graduate Certificate in Military Resilience	\$10,170	18 credit hours	\$565
Capella	Contemporary Theory in Mental Health Services Graduate Certificate in Counseling	\$9,740	20 quarter hours	\$487

### Budget Summary:

CSU-Global faculty members have collaboratively outlined the courses required for a Graduate Certificate in Military and Emergency Responder Psychology 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 four new courses required for the program is \$10,000 per course for a total cost of \$40,000. The assumptions behind these predictions are that student enrollments will be 15 the first year, 30 the second, 50 the third, 70 the fourth, and 80 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 12 credits for this program. The projections below assume a 78% completion rate, consistent with CSU-Global graduate programs.

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### Financial Projections

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Revenue	\$180,000	\$440,400	\$654,000	\$867,600	\$1,081,200	\$1,234,800	\$4,458,000
Development	(\$40,000)	\$0	\$0	\$0	\$0	\$0	(\$40,000)
Costs	(\$121,680)	(\$297,710)	(\$442,104)	(\$586,498)	(\$730,891)	(\$834,725)	(\$3,013,608)
Net Income	\$18,320	\$142,690	\$211,896	\$281,102	\$350,309	\$400,075	\$1,404,392

**Projected Launch:** Fall, 2020

### Courses (Overview):

In this certificate students will master the concepts and skills associated with the experiences, psychology and support therapy associated with military personnel and emergency responders. The certificate includes four courses that review the culture, operational psychology, and therapy and support structures required to counsel people in these high-stress occupations.

#### **PSY501 Military and Emergency Responder Culture (New Course)**

This course highlights the current psychosocial research and literature relevant to the mental health of military and responder populations, including influences of responder culture such as rank structure, generational differences, and historical stigma on utilization of mental health services. Students will examine the personal, social, cultural, and organizational forces that affect the psychology of military and responder populations.

**Prerequisite: None**

#### **Course Learning Outcomes**

1. Analyze the history and development of mental health awareness in military and first responder culture.
2. Explain the influences of organization structure and culture that impact individual functioning.
3. Explain the influences of organization structure and culture that impact agency function.
4. Formulate stronger therapeutic relationships with military and responder personnel based on a clearer understanding of these cultural influences.

#### **PSY502 Operational Psychology of High-Stress Occupations (New Course)**

This course is designed to provide students with an examination of both organizational and operational stress as it relates specifically to military and responder culture. Understanding the role vicarious trauma plays in the lives of these personnel and the necessity for clinical intervention to understand psychological injury as well as both prevention and recovery strategies will also be discussed. Symptoms of psychological injury, including suicidal ideation, will also be covered as will other topics, such as an appreciation for dark humor as a coping strategy.

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**Prerequisite: None**

### **Course Learning Outcomes**

1. Assess the impact direct and vicarious trauma plays in the lives of responders.
2. Categorize the symptoms of psychological injury, including suicidal ideation.
3. Evaluate trauma prevention and recovery programming available specifically for military and responder personnel.
4. Determine appropriate interventions for psychological injury.

### **PSY503 Therapeutic Interventions (New Course)**

This course provides an exploration of the theories and models of research on psychotherapy with military and responder personnel to prepare clinicians to engage in culturally responsive services with the growing responder population. Students will focus on clinical interventions that address the mental health needs of responders with an emphasis placed on skills that are necessary to attain cultural competence. Empirically based psychological treatments will be examined and innovative ways for adapting these interventions with responders will also be discussed.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Analyze different clinical intervention models and their usefulness in addressing the mental health needs of responders.
2. Formulate an approach to working with responders that balances the authentic style of the individual clinician and the unique needs of the responder population.
3. Develop skills in establishing and maintaining the therapeutic alliance.
4. Demonstrate cultural competence.

### **PSY504 Organizational Support and Consultation (New Course)**

This course examines the practice of psychological consultation and wellness program development. Theories and models of consultation in various settings including military bases, police departments, fire stations, and hospitals are covered. Topics covered will include proactive culture change, policy and procedure review, peer support program development, mental health in-service training development, and critical incident response protocol development.

**Prerequisite: None**

### **Course Learning Outcomes**

1. Evaluate current best practice guidelines for responder wellness programming.
2. Critique available policies, procedures, and available wellness programming for a local responder agency.
3. Design a one-hour in-service training for a responder agency on a chosen wellness topic.

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4. Create a plan for proactive culture change.

References:

Badge of Life. (2016). A study of police suicide 2008–2016. Retrieved from <http://www.policesuicidestudy.com>

Griffith, J., & Bryan, C. J. (2018). Preventing suicides in the U.S. military. *Psychological Services*, 15(3), 251-261. Retrieved from <http://dx.doi.org/10.1037/ser0000225>

Stanley, I. H., Hom, M. A., & Joiner, T. E. (2016). A systematic review of suicidal thoughts and behaviors among police officers, firefighters, EMTs, and paramedics. *Clinical Psychology Review*, 44, 25–44. Retrieved from <https://doi.org/10.1016/j.cpr.2015.12.002>



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Consent Item

MATTERS FOR ACTION:

CSU-Pueblo Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Certificates:

Homeland Security Studies  
NSA-CAE Certificate in Cyber Security Defense  
Recreation Leadership  
Sustainability  
Construction Manager  
Estimating & Planning Construction Costs  
Advanced Construction Manager  
Six Sigma Green Belt  
English  
Railroad Engineering  
Nurse Educator  
Nursing Post-Masters

EXPLANATION:

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

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

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### **Undergraduate Certificates:**

#### **College of Humanities, Arts and Social Sciences**

Homeland Security Studies-9 credits  
CIP Code: 43.0301

This certificate is for degree-seeking students as well as law enforcement, emergency response personnel, and military. The program's core courses match curriculum guidelines established by the Department of Homeland Security. Recipients of the certificate will gain a deeper understanding of current security issues and the governmental decision-making process and the certificate will be valuable in hiring and promotion decisions in numerous career fields.

#### **Hasan School of Business**

NSA-CAE Certificate in Cyber Security Defense-28 credits  
CIP Code: 11.0116

The Center for Cyber Security Education and Research (CCSER) at Colorado State University-Pueblo serves as an interdisciplinary center providing program guidance and oversight in the areas of Cyber Security, Information Assurance and Cyber Defense and encourages and fosters collaboration and outreach opportunities for students, faculty, interested programs and all other private and public institutions. The designation of CSU-Pueblo as a National Security Agency, Center for Academic Excellence (NSA-CAE) in Cyber Defense Education allows us to offer the NSA-CAE Certificate in Cyber Security Defense for CSU-Pueblo students. This prepares students with knowledge in cyber security to enhance their employment in related fields.

#### **College of Education, Engineering and Professional Studies**

Recreation Leadership Certificate – 15 credits  
CIP code: 31.0301

This certificate will prepare students to assist recreation professionals to lead programs and excursions in the outdoors. This field is important in a variety of recreational service agencies including municipal departments, voluntary youth agencies and scouting or recreation programs in the military, hospital, commercial, and worksite settings. It is a credential which may build toward the B.S. degree in Exercise Science, Health Promotion, and Recreation with an emphasis in Recreation.

#### **College of Education, Engineering and Professional Studies**

Sustainability Certificate – 21 credits  
CIP code: 30.3301

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This certificate is aligned with the global trend of attention to sustainability, and the critical role it will play in the future workforce. Sustainability promotes systems thinking and challenges the student to take the long view of any subject by considering the environmental, social and economic effects. It is now available for community members who have expressed interest in taking the courses within our existing sustainability minor and pursuing this educational opportunity as a certificate. It challenges students to think systemically and globally, while shaping them to become leaders. Three core concepts in sustainability shape the program: science and technology, economics, and social and cultural perspectives. These three are interconnected and serve as guides for the curricular pathways selected by the students in the certificate.

The Senior Capstone Experience is designed to allow the student to bring together interdisciplinary knowledge to apply sustainability principles and concepts to multiple disciplines, and to enhance profession skills for future jobs. It is expected that the student will apply the acquired knowledge, competencies and skill set in a community-based setting (through experiential education) and demonstrate the ability to effect positive change around a sustainability issue.

### **College of Education, Engineering and Professional Studies**

Construction Management certificates

CIP code: 52.2001

The Construction Management certificates package related existing courses in three specialized concentration areas of construction management. These certificates will allow the non-construction management student to obtain skills, attitudes and knowledge that can supplement their position within the industry. A particular focus would be toward engineering, construction, accounting and business professionals who may have migrated to the construction industry and may need enhancements in construction culture. To address high industry turnover and diminished construction management early career interest, many companies are hiring management personnel from the trades sector. While those individuals come with knowledge of the construction industry, they may require increased knowledge of management science. The department believes these certificates help to meet the industry need and provide exposure to a potential group of students who may continue on to complete the BS degree.

Three specialization areas are offered through either online or classroom format instruction:

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### Construction Manager Certificate – 12 credits

The Construction Manager Certificate is designed to introduce the student to today's construction industry and the skills required hold entry level management position within it. The program mixes an introductory level of construction engineering skills with the business and safety aspects of the industry to familiarize the student with key aspects of construction management.

### Estimating & Planning Construction Costs Certificate – 9 credits

The Estimating & Planning Construction Costs Certificate is designed to enhance the student's knowledge of construction costs and planning in the commercial and heavy/highway aspects of construction. The program focuses on students with an entry level or working knowledge of the construction industry. The program sequence will accelerate the student through various construction estimating process and procedure.

### Advanced Construction Manager Certificate – 12 credits

The Advanced Construction Manager Certificate is designed to enhance the student's knowledge of construction management techniques and planning in the commercial and heavy/highway aspects of construction. The program focuses on students with a working knowledge of the construction industry. The program will help sharpen the student's skills and develop an understanding of the upper management issues of the construction industry.

### **Either Undergraduate or Graduate Certificates:**

#### **College of Education, Engineering and Professional Studies**

##### Six Sigma Green Belt-7 credits

CIP Code: 14.3501

The Six Sigma Green Belt Certificate Program provides training in the Six Sigma method of continuous process improvement. First developed at Motorola in the 1980s, the systematic approach of Define, Measure, Analyze, Improve, and Control (DMAIC) and the associated tools (such as the fishbone diagram, the Pareto chart, and ANOVA) have been widely and successfully applied. Upon completion of this certificate, a student will be able to play a major role in process improvement and will be prepared to achieve the Black Belt and Master Black Belt certifications through their company.

Students who successfully complete the Six Sigma Green Belt Certificate Program are expected to have the ability to:

- Collect and analyze data, using appropriate statistical tools; and
- Select and apply appropriate Six Sigma tools to improve a process.

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### **Graduate Certificates:**

#### **College of Humanities, Arts and Social Sciences**

##### **Graduate Certificate in English**-18 credits

CIP code: 23.0101

The English Program offers a graduate certificate in English designed to enable students who have earned a Master's degree in a discipline other than English to gain credentials allowing them to teach college-level courses in English. This helps provide increased qualified instructors in Colorado for teaching in concurrent enrollment programs in the high schools or at community colleges and universities.

#### **School of Nursing and Health Sciences**

##### **Nurse Educator Graduate Certificate** – 9 credits

CIP code: 51.3817

This online certificate program is open to any nurse with a BSN degree or higher who wants further their knowledge and skills for nursing education. It is designed to increase the number of available nursing educators to meet demand for healthcare education in Colorado. These certificate courses will be offered through CSU-Pueblo Online and will transfer (six-year time limit) to the CSU-Pueblo Master of Science major in Nursing, Nurse Educator Emphasis.

#### **School of Nursing and Health Sciences**

##### **Post Masters Nursing Certificate** – 15 credits minimum

CIP code: 51.3801

This certificate is designed for students who already have a nursing graduate degree and are seeking post masters certification in a different specialty. This provides practicing nurses an option to increase their professional options. Students entering the program are evaluated on an individual basis to develop a plan of study based on their academic credentials and the academic course work already completed. Core courses are included to meet the mandates of the Colorado State Board of Nursing for Advanced Nursing Practice as well as a total of 500 clinical hours documented for each nurse practitioner emphasis.

Emphases include:

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Acute Care/Family Nurse Practitioner

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- Psychiatric-Mental Health Nurse Practitioner
- Nurse Educator

**College of Education, Engineering and Professional Studies**

Graduate Certificate in Railroad Engineering-12 credits

CIP Code: 14.4201

The Railroad Engineering Certificate Program is designed to prepare students with an undergraduate degree in engineering or a related field to succeed in a career in railroad engineering. Coursework includes material from civil, electrical, industrial, and mechanical engineering as applied to railroad engineering. Each student will be able to 1) Demonstrate advanced understanding of the fundamental knowledge which serves as the basis for practice in railroad engineering; and 2) Apply that knowledge in the design and analysis of a system or process to meet specified needs.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Appendix 7 – Bullying in the Workplace

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Appendix 7 - Bullying In The Workplace

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

A brief explanation for the revision follows:

1. While a bystander should report bullying to a supervisor, they should not try to resolve the matter. This can create additional conflicts between fellow employees. Resolving the matter should be left to the supervisor, the targeted employee, and the responding party.
2. Any investigation of bullying allegations should involve both the supervisor and the HR Solutions Partner. This helps to ensure uniformity between units, and it ensures that someone is present who has appropriate expertise in such matters.
3. The procedures were split between the policy section and the procedures section. They are now combined and placed in the procedures section.
4. Additional references have been added.
5. Finally, changes are made to increase clarity and to address wording involving gender.

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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 – 2019-2020

**APPENDIX 7: BULLYING IN THE WORKPLACE** (*new section added  
 February 9, 2018 last revised August 9, 2019*)

**PURPOSE OF THIS POLICY**

Colorado State University is committed to maintaining an environment conducive to working and learning, in which the rights and dignity of all staff, faculty, and students of the university community are respected. The University prohibits behaviors that rise to the level of bullying, as described below. Workplace bullying is a form of psychological violence that disrupts the peaceable environment and can result in lower workplace morale and productivity, greater employee absenteeism and turnover, and higher stress and its related health issues.

**APPLICATION OF THIS POLICY**

This policy applies to all employees (“Covered Persons”), including, but not limited to, faculty, administrative professionals, state classified employees, student employees, volunteers, affiliates, and all other persons under the jurisdiction of the University to impose sanctions for behavior in the employment context, including agents, contractors and subcontractors. It is not intended to cover CSU students who are not employed by CSU (although a similar policy applies under the Student Conduct Code).

It is the responsibility of all Covered Persons to know and apply this policy.

**DEFINITIONS USED IN THIS POLICY**

*Bullying* in the context of the workplace is repeated mistreatment by words or actions that are intended to shame, embarrass, humiliate, degrade, demean, intimidate, and/or threaten an individual or group.

A person who is a target of bullying may not be the only one, or even an intended target; behavior that foreseeably places bystanders or unintended targets at risk or in fear, or causes them to feel threatened or humiliated, is within the scope of this definition.



~~The determination of whether bullying has occurred is highly dependent upon the facts and circumstances surrounding any given situation. Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior.~~

~~Differences of opinion and routine conflicts or problems in workplace relationships are not bullying, as these may be part of working life. Behavior that is unfriendly, dismissive or curt is not bullying unless carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, or negative feedback are not considered bullying when they are reasonable, legitimate, and proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy.~~

Bullying can take a variety of forms and may include behaviors that are physical, verbal, nonverbal, direct or indirect, and may take place face-to-face, via written communications, or by electronic means. Some examples of bullying include, but are not limited to:

- Shouting or yelling at, berating, ridiculing, or demeaning others;
- Name calling and attacks on one's character, using a person as ~~the butt of jokes~~ an object of ridicule, using nicknames after being warned by the target that the nickname is considered to be offensive, or spreading gossip and rumors about the person to others;
- Mocking, ridiculing, punishing, or putting someone down in front of others, constant unwarranted criticism, or making offensive remarks regarding a person's known intellectual or physical attributes;
- Persistently interrupting a person or otherwise preventing a person's legitimate attempts to speak;
- Undermining or sabotaging the work performance of others;
- Spreading false or sensitive information about another;
- Deliberately excluding, isolating or marginalizing a person from normal workplace activities;
- Tampering with a person's personal effects or work equipment; damage to or destruction of a person's work product, work area, including electronic devices, or personal property;
- Punishments or negative consequences designed primarily to shame, exclude, and/or draw negative attention from others;
- Violent behavior, such as pushing, shoving, kicking, poking, or tripping; assault or threat of physical assault; making threatening gestures toward a person or invading personal space after being asked by the target to move

or step away. Bullying that is physically violent may violate criminal law and is addressed in CSU's Workplace Violence policy.

- Making threats, either explicit or implicit, to the security of a person's job or position when not part of a legitimate process by the supervisor to set expectations or engage in progressive discipline as outlined by the University. This may include, but is not limited to, manipulating the workload of a person in a manner intended to cause that person to fail to perform legitimate functions.

## **POLICY STATEMENT**

The University values the well-being of its employees and recognizes that bullying in the workplace can significantly impact a person's dignity and their physical and mental health, as well as the overall experience of working at CSU. Colorado State University considers workplace bullying unacceptable and will not tolerate it under any circumstances. Bullying, as defined in this policy, is prohibited.

~~CSU has a policy that prohibits unlawful discrimination and harassment. While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. In either case, workplace bullying is prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be reported to the Office of Equal Opportunity (970-491-5836 or [oeo@colostate.edu](mailto:oeo@colostate.edu)).~~

## **POLICY PROVISIONS**

1. CSU has a [policy that prohibits unlawful discrimination and harassment](#). While workplace bullying can be intertwined with unlawful discrimination and harassment, bullying behavior can occur apart from these other forms of misconduct. In either case, workplace bullying is prohibited by this policy. Conduct that might be unlawful discrimination or harassment should be reported to the Office of Equal Opportunity (970-491-5836 or [oeo@colostate.edu](mailto:oeo@colostate.edu)).

2. The determination of whether bullying has occurred is highly dependent upon the facts and circumstances surrounding any given situation. Words or actions that may cause an individual discomfort or distress do not necessarily constitute bullying behavior. Differences of opinion and routine conflicts or problems in workplace relationships are not bullying, as these may be part of working life. Behavior that is unfriendly, dismissive or curt is not bullying unless carried to such an extreme that a reasonable person would feel fearful, intimidated, or physically or mentally harmed by it. Criticism, complaints, or negative feedback are not considered bullying when they are reasonable, legitimate, and

proportional, and directly address issues of workplace performance and/or conduct. Employees are expected to meet the reasonable performance and behavior standards of their position, and requiring a person to meet those expectations is not bullying under this policy.

3. Those involved are encouraged to consider informal methods of resolution (see the Bullying Complaint Guidelines and Procedures attached to this policy). Resources to assist with an informal resolution include the HR Solutions Partner and the Office of the Ombuds. However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the impacted party's immediate supervisor. (See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.

#### 44. Freedom of Speech

The University values and promotes freedom of expression and inquiry as provided under applicable law. Please refer to the University's policies under References, below. Nothing in this policy is intended to limit or restrict a person's First Amendment rights or rights to academic freedom; however, such rights do not include the right to engage in workplace bullying.

~~2. Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133.~~

#### 35. Violence

The University is committed to providing a safe and secure campus environment for members of the CSU community, and workplace violence impedes such goals and endangers the entire community. Violent behavior is prohibited ~~in or~~ on any university ~~facility~~ property or while participating in any university activity, as described in the University's separate Violence in the Workplace policy.

Any incident that involves a threat of violence or physical harm should be reported immediately and referred to the Office of Support and Safety Assessment for review and consultation, unless the threat is imminent, in which case the CSU Police (or local law enforcement having jurisdiction) should be called. In certain circumstances, the University may impose interim measures for the duration of the review, including but not limited to campus exclusion.

46. Members of the university community shall cooperate with the reasonable inquiry and review process.

### 57. Retaliation

The University will not tolerate, and this policy expressly prohibits, retaliation against employees making good faith reports as provided for in this policy, even where the concerns are ultimately unsubstantiated. False reports of prohibited behavior that are found to have been made intentionally are also a violation of this policy. Policy violations may result in University disciplinary action in accordance with established policies and procedures, as appropriate.

### **~~POLICY PROCEDURES~~**

~~1. Any person who is a target of workplace bullying (an “impacted party”), or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to their supervisor, or, if the supervisor is involved, then to the next level supervisor in the reporting line. Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or myhr@colostate.edu), who may bring the matter to the attention of other university officials, as appropriate. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s).~~

~~2. If the person reporting, the impacted party, and/or the alleged bully (the “responding party”) have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) or a common higher level administrator and facilitate communications between those involved. At the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other university officials, as appropriate.~~

~~3. Those involved are encouraged to consider informal methods of resolution (see the Bullying Complaint Guidelines and Procedures attached to this policy). Resources to assist with an informal resolution include the HR Solutions Partner and the Office of the Ombuds. However, if informal resolution is not feasible or any party wishes to follow the formal process, a written complaint should be made to the impacted party’s immediate supervisor. (See the required Bullying Complaint Form attached to this policy). A formal complaint must be filed within 180 days of the incident of workplace bullying or, where the behavior is of an ongoing nature, within 180 days from the most recent incident. Either the impacted party or the supervisor of either party may file a formal complaint.~~

~~4. The formal process requires that the supervisor(s) (or higher level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either~~

~~party filed the complaint, that person cannot act as an investigator, and the matter will be referred to the next higher level supervisor.~~

~~5. The steps to be taken in the reasonable inquiry and resolution process are described in the Bullying Complaint Guidelines and Procedures. The procedures include an administrative review process that any of the parties involved may initiate if the resolution of the matter is unacceptable to them.~~

~~6. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.~~

~~7. At the conclusion of the formal process, if the bullying was substantiated, it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable university policies and procedures.~~

~~8. Substantiated bullying incidents should be taken into consideration in an employee's annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.5.5 for Administrative Professionals, and Human Resources Manual section 3 for State Classified). In particular, department heads need to be familiar with the restrictions in section C.2.5 of the Manual.~~

~~9. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.~~

~~10. Supervisors should inform participants in the bullying process that the Employee Assistance Program exists to provide help and resources to employees who are dealing with the impacts of workplace bullying and conflict. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.~~

## **COMPLIANCE WITH THIS POLICY**

Compliance with this policy is mandatory. For assistance with interpreting or applying its provisions, contact the designated Human Resources Solutions Partner.

Any person covered by this policy who engages in workplace bullying is subject to disciplinary sanctions up to and including termination or dismissal from the University. Any disciplinary actions shall be in accordance with applicable policies and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and Administrative Professional Manual; for state classified personnel, the Human Resources Manual section 3; and for administrative professionals, section D.5.5 of the Faculty and Administrative Professional Manual.

Student employees who are in violation of this policy are also subject to the procedures detailed in the CSU Student Conduct Code.

This policy is not intended to conflict with or supersede any other policy that might subject a violating party to disciplinary review, including but not limited to the Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation; the Policy on Workplace Violence; the CSU Student Conduct Code; the Academic Faculty and Administrative Professional Manual; and existing Human Resources and departmental conduct policies.

#### **REFERENCES**

- [CSU Policy on Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation](#)
- [Student Conduct Code](#)
- [Colorado Governor's Executive Order D 023 09, Establishing a Policy to Address Workplace Violence, including Domestic Violence Affecting the Workplace](#)
- [Academic Faculty and Administrative Professional Manual sections D.9.c, E.15](#)
- [Freedom of Expression and Inquiry](#)
- [CSU Policy on Workplace Violence](#)
- [Academic Faculty and Administrative Professional Manual](#)
- [Employee Assistance Program](#)  
[Anyone impacted by bullying behavior may access support services from the Employee Assistance Program by calling 1-800-497-9133.](#)

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- Faculty Ombuds  
 Faculty may contact the Faculty Ombuds at <https://ombus.colostate.edu>
- University Ombuds  
 The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying as well as the responding party to bullying complaints. As an informal resource, the Ombuds Office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds Office can discuss the process, but does not initiate an inquiry or document the concerns for the institution.

## **BULLYING COMPLAINT GUIDELINES AND PROCEDURES**

### **Responsibility to Report**

~~Any person who is a target of workplace bullying, or who witnesses or learns of an incident of workplace bullying at CSU, is strongly encouraged to report it to his or her supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line). Reports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or [myhr@colostate.edu](mailto:myhr@colostate.edu)), who may bring the matter to the attention of other University officials, as appropriate.~~

1. In the case of physical assault or harm, or imminent danger of harm, the supervisor should immediately contact CSU Police (or the local police in a non-campus location) by dialing 911. The non-emergency number for CSU Police is 970-491-6425. The matter should also be referred to the Office of Support and Safety Assessment (970-491-1350) for review and consultation within five working days (a “working day” is any day that the University is open for business).
2. Any person who is a target of workplace bullying is strongly encouraged to report it to their supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line).
3. Any person who witnesses or learns of an incident of workplace bullying at CSU is strongly encouraged to report it to their supervisor (or, if the supervisor is involved, then to the next level supervisor in the reporting line).

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4. Any rReports may also be made by calling or emailing the Human Resources (HR) Solutions Partner (970-491-6947 or [myhr@colostate.edu](mailto:myhr@colostate.edu)), who may bring the matter to the attention of other University officials, as appropriate.

Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s).

5. A supervisor receiving a report of bullying is required to take steps to address the matter. If the report is not a formal complaint made using the Bullying Complaint Form, the supervisor should attempt to resolve the matter informally following the steps outlined for Informal Resolution by the Supervisor below. If the report is a formal complaint, the supervisor should contact the HR Solutions Partner and follow the steps outlined below for the Formal Resolution Process.

~~Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees that can provide support and resources for employees impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.~~

~~The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying as well as the responding party to bullying complaints. As an informal resource, the Ombuds office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds office can discuss the process but does not initiate an inquiry or document the concerns for the institution.~~

6. Note: More than one impacted party, more than one responding party, and/or more than one supervisor may be involved in the bullying complaint process. Singular references herein may be taken as plural as the context requires. As used herein, “impacted party” means the person(s) targeted or affected by the responding partying behavior, and “responding party” means the person(s) alleged to have engaged in bullying behavior.

#### **Informal Resolution by the Targeted Employee**

An employee who believes ~~he or she has~~ they have been bullied may wish to take informal action, in which case, some suggestions are as follows:

- 1. Keep Records:** Keep notes detailing the nature of the behavior (e.g., dates, times, places, what was said or done and who was present) and copies of



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paper trails that may indicate bullying. Hold onto copies of documents that provide evidence of events (e.g., time sheets, letters or emails). This documentation will be useful when seeking advice from another party, discussing the matter with the responding party, or if the matter is formally investigated.

**2. Seek Immediate Support and Advice:** Explain the behavior you experienced to someone you trust. Good sources of support and advice are HR Solutions Partners, the Employee Assistance Program (EAP), and the Ombuds. It is vital to discuss the situation with somebody who is empathic and trained in these issues. These individuals can provide information regarding one's rights and responsibilities and suggest options on how best to deal with the situation. Bringing the situation to the attention of another party is often an effective way of dealing with the problem and ensuring that the bullying stops. Oftentimes bullying goes on in private and, by informing someone, it may become apparent that others are feeling the same way. This will help employees get the support and advice they need.

**3. Consider Addressing the Behaviors of the Responding Party Directly:** Employees may want to consider approaching the responding party directly and raising the matter, either face-to-face or in writing, but should only do so if they feel it is a safe option. Avoid being contentious or escalating the situation. Tell the responding party politely and calmly exactly which behaviors are offensive and why, and expressly state that the behavior is unwelcome and unacceptable. The person should be asked to stop immediately, and told that if the behavior doesn't stop further action will be taken. Remaining silent allows the responding party to continue their behavior, which may result in the bullying getting worse. Sometimes the responding party will stop immediately once becoming aware that ~~his or her~~ their behavior is offensive and harmful.

Addressing the responding partying behaviors directly can be difficult. The person involved may deny and perhaps misconstrue the accusations. To address these issues, a colleague or an HR Solutions Partner may act as support or as a witness. Keep a record of the discussion and a copy of any correspondence that is sent to the responding party. It is best to seek guidance from support personnel prior to meeting with the responding party.

**4. Mediation:** Consider mediation as an option. If all parties agree to mediation, they will be given the opportunity to state their case and how they would like to see the solution. However, it is important to remember that bullying may result from an imbalance in power, in which case, the target and the responding party may not be on an equal footing. Seek guidance from the Ombuds Office or HR Solutions Partner to explore the option of mediation.

### **Informal Resolution by the Responding Party**

If you have been accused of bullying, there are steps you should take immediately to resolve the situation and to prevent it from escalating.

1. **Keep Records:** If you are told that your actions have offended someone and that they feel bullied by you as a result, you should document this discussion including what you were told and how you responded. This will be important if you need to discuss the matter with your supervisor or Human Resources or if the matter is formally reviewed.
2. **Seek Advice:** You are advised to seek counsel immediately from your supervisor, Human Resources, or the Ombuds, especially if you do not understand the complaint against you or if you believe that the allegations are unjust or malicious. The Employee Assistance Program is available to all employees as a resource.
3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone feel uncomfortable, then you should stop it immediately. Even though your behavior may seem innocent to you, it is important to consider its effects on others. Remember it is the other person's reaction to your behavior that is important, not the reaction you think they should have.
4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider whether any of your behaviors may be perceived as bullying. For instance, ask yourself the following question: If other people were to witness my behavior would they find it offensive, humiliating, intimidating, or threatening? If you have concerns about the appropriateness of your behavior consider asking your supervisor for training on communication, conflict management, etc. or seek advice from the Employee Assistance Program.

### **Informal Resolution by a Bystander**

~~Individuals who witness someone being bullied can utilize informal methods to support the person being bullied and to attempt to stop the behavior.~~

- ~~1. **Talk to the Alleged Target:** It is advised that you speak with the person who you think has been bullied to ensure that you have understood the exchange between him or her and the responding party. If you still feel that bullying has occurred, you should discuss with the individual how he or she feels about the incident and whether he or she needs any support. You should advise the individual of the available resources that can help with situations of bullying such as HR Solutions Partners, the Ombuds, or the Employee Assistance Program.~~
- ~~2. **Keep Records:** If you think you have witnessed bullying you should keep a record of when and where the behavior occurred. This will be important when discussing the matter with the responding party, sharing your concerns with a third party, or if the matter is formally investigated.~~

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~~3. — **Address the Responding Party:** If comfortable with addressing the responding party, inform the responding party in a constructive manner that his or~~

~~her actions are inappropriate, the effect they have on the target and workplace, and that they should not be repeated.~~

~~4. — **Tell Someone:** Report any concerns to the appropriate supervisor or HR Solutions Partner, regardless of whether the responding party is confronted. They will determine whether the incident can be resolved informally or requires further action. If the situation has been discussed with the responding party and he or she has agreed to amend his or her behavior, then no further action may be required.~~

### **Informal Resolution by the Supervisor**

When a report of bullying is received, or when a supervisor observes the bullying behavior directly, the supervisor may attempt to resolve the matter informally by interacting with both the impacted party and the responding party.

Supervisors may begin by initiating informal discussions with the parties involved (and the supervisor of each of the parties, if different from the one receiving the complaint). If this does not resolve the situation, or if the supervisor receives a formal written bullying complaint, they should first notify their HR Solutions Partner, and then follow the formal resolution process. Any supervisor with a conflict of interest should recuse ~~herself or himself~~ themselves from the process and refer it to the next higher-level supervisor.

Other approaches that a supervisor may take to informally resolve the matter may include:

1. **Offer Support:** The person who believes ~~he or she is~~ they are being bullied needs to be able to discuss the situation with somebody who is empathetic and trained in these issues. If bullying is occurring, the employee will gain strength to address the offensive course of action; if bullying is not occurring, those involved can be advised accordingly.
2. **Seek Advice:** Obtain the advice and support of individuals or groups with expertise in handling bullying such as your supervisor, the HR Solutions Partner, the Ombuds, or the Employee Assistance Program when deciding the most appropriate course of action to follow.
3. **Refer the Employee to Available Resources:** Suggest that the impacted party access support and guidance from sources such as Human Resources, the Ombuds, or the Employee Assistance Program as appropriate.
4. **Address the Responding Party:** Accompany and support the impacted party when ~~he or she~~ they approaches the responding party to ask the behavior to stop, but without taking sides before you know the facts. If the impacted party is not comfortable approaching the responding party directly, you may approach the

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person on the employee's behalf. Make the responding party aware of the behavior in question, as well as its harmful effects, its inappropriateness, and that

it is contrary to policy. Remind the responding party that bullying is a disciplinary offense and repeated incidents may render ~~him or her~~ them liable to a formal procedure which may result in disciplinary action. It may be necessary to discuss any training needs with the responding party that may help change the unacceptable behavior.

**Formal Resolution Process**

1. If an informal resolution was not reached and the impacted party wishes to pursue the matter, ~~he or she~~ they must submit a written complaint to ~~his or her~~ their immediate supervisor (or, if the supervisor is involved, then to the next level supervisor) using the Bullying Complaint Form. The complaint must be limited to events having occurred within the last five years, with the most recent incident having occurred within the last 180 days. The supervisor should be prompt to acknowledge receipt of the complaint, in writing. Only the targeted, impacted party or the supervisor of either party, may file a formal complaint.

2. Within 10 working days of receiving the complaint, the supervisor must contact the designated HR Solutions Partner (970-491-6947 or myhr@colostate.edu). If the impacted party, and/or the responding party have different supervisors, then the HR Solutions Partner will contact the other supervisor(s) and facilitate communications between those involved. In the discretion of the Chief Human Resources Officer (CHRO) or delegate, the matter may be elevated to other University officials, as appropriate. The CHRO or delegate also has the authority to extend all timelines as deemed necessary.

3. The formal process requires that the supervisor(s) (or higher-level university official) and the HR Solutions Partner make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to next higher-level supervisor.

4. At the discretion of the CHRO, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review through the HR Solutions Partner.

5. Before initiating a reasonable inquiry into a complaint of bullying, the supervisor should contact the HR Solutions Partner for help in creating a plan of action. The supervisor should consider if ~~she or he has~~ they have any biases or other conflicts of interest that would preclude ~~her or him~~ them from conducting a full and fair reasonable inquiry. If so, the next higher level supervisor should take over responsibility. The HR Solutions Partner will assist in this determination.

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~~46.~~ Supervisors and the HR Solutions Partner should jointly begin the inquiry promptly upon learning of the complaint, conduct the inquiry expeditiously, prepare a confidential, written report and provide it to the parties and HR within 30 working days after receiving the written complaint. If a longer time is needed, the HR Solutions Partner can extend the time.

~~57.~~ The supervisor and ~~the~~ HR Solutions Partner must meet with the complainant to discuss the complaint of bullying. When meeting with the complainant, the interviewer(s) should listen carefully and not be judgmental. The interviewer(s) should refrain from evaluating the complaint or offering premature feedback to the complainant.

~~68.~~ Acknowledging the complainant's perceptions and feelings by briefly paraphrasing what the complainant has shared to ensure accurate understanding is important. The interviewer(s) should make notes of the key facts that are stated and instruct the complainant to put their requested relief in writing, utilizing the Bullying Complaint Form.

~~79.~~ The supervisor should thank the complainant for bringing concerns forward and ensure them there will be timely follow-up regarding their concerns.

~~810.~~ A supervisor and ~~the~~ HR Solutions Partner conducting a reasonable inquiry should meet privately with the responding party to get ~~his or her~~ their side of the story. They should clearly communicate the need for undesirable behavior to change. Clear expectations should be set with the complainant, responding party and any witnesses. ~~The S~~supervisors and ~~the~~ HR Solutions Partner should emphasize with all parties that retaliation is not acceptable, and explain that disciplinary action will follow if retaliation occurs.

~~911.~~ The confidential report will include, at a minimum, the following information:

- a. Identities of the supervisor, HR Solutions Partner and any others involved in conducting the reasonable inquiry;
- b. Nature and substance of the allegations;
- c. Reasonable inquiry process, including the number of witnesses interviewed, but excluding the identity of the witnesses;
- d. Summary of the facts;
- e. Final determination of whether the Bullying Policy was violated;
- f. Decision as to action to be taken.

~~102.~~ If the determination is that the facts do not sustain a charge of bullying, this should be documented and communicated to the parties, and no further action is required. If requested by the responding party, this determination should also be communicated to all persons interviewed during the inquiry.

13. If the determination is that bullying is substantiated, then it should be documented, and action should be taken promptly to address the situation, including disciplinary action or other employment action, if warranted, subject to applicable university policies and procedures as described below.

14. If the action to be taken involves formal discipline, the applicable CSU policies and procedures for the employees involved will be followed. Actions not involving formal discipline may include:

- a. Separation of the parties involved within the workplace, without a change in duties;
- b. Counseling one or both parties;
- c. Requiring attendance at an appropriate training about workplace behavior;
- d. A letter of expectations that is shared only with the responding party and does not become part of the employee's personnel file.

15. Repeated violations of the bullying policy by the same individual should result in progressively stricter actions being taken.

16. Substantiated bullying incidents should be taken into consideration in an employee's annual performance review, subject to established evaluation procedures (see, e.g., Academic Faculty and Administrative Professional Manual, section C.2.5 for faculty and D.55 for Administrative Professionals, and Human Resources Manual section 3 for State Classified personnel). In particular, department heads need to be familiar with the restrictions in section C.2.5 of the Manual.

17. In addition, the reasonable inquiry process may identify improper or problematic conduct that does not constitute bullying as defined and prohibited by this policy. In that situation, the supervisor should address the improper conduct, and such conduct may form the basis for action by the supervisor in accordance with university policies and procedures.

18. All disciplinary actions shall be taken in accordance with applicable policies and procedures, including: for tenured faculty, section E.15 of the Academic Faculty and Administrative Professional Manual; for state classified personnel, the Human Resources Manual section 3; and, for administrative professionals, section D.5.5 of the Academic Faculty and Administrative Professional Manual.

19. The file containing all documents related to the report, review, and reasonable inquiry must be kept for 5 years by Human Resources, after which time, it may be destroyed.

### **Administrative Review**

The final decision of the supervisor may be subject to administrative review at the request of either the complainant or the responding party. The request must be made in writing and submitted to the HR Solutions Partner within 10 working days after the written decision is received. The request must specify the reasons why the party finds the resolution unacceptable.

The administrative review will be performed by the next higher-level supervisor of the person who rendered the decision (or the department/unit head if that person is higher in the reporting line). The reviewer will assess the written request for a review, the written report and decision, and the written documentation in the case. The reviewer may also consult with the supervisors involved and the HR

Solutions Partner. No new evidence will be taken. The decision will be announced, in writing, within 30 working days after the receipt of the written request for a review by the reviewing administrator. The decision of the administrative review is final, and is not grievable.

### Resources for Employees

Anyone impacted by bullying behavior may access support services from the Employee Assistance Program, by calling 1-800-497-9133. EAP is a resource available to all employees that can provide support for those impacted by concerns about workplace bullying—including resources for the person who feels they have been a target as well as for the responding party in a bullying complaint.

Supervisors should inform participants in the bullying process about the Employee Assistance Program.

The Ombuds Office is a confidential resource for all employees to explore options and obtain information about the policy and processes related to workplace bullying. As a neutral resource, the office is available both to the person who feels they have been a target of bullying and the responding party to bullying complaints. As an informal resource, the Ombuds office is not an office where complaints are placed “on the record.” Therefore, if someone wants to initiate a formal process, the Ombuds office can discuss the process but does not initiate an inquiry or document the concerns for the institution.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5 Standing Committees: Membership and Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.9.5 Standing Committees: Membership and Function.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

With the establishment of the University Policy Review Committee being proposed in the Academic Faculty and Administrative Professional Manual revision for Section D.2, there is a need to expand the duties of the Faculty Council Executive Committee to include a periodic meeting with a representative of that committee.



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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**C.2.1.9.5 Standing Committees: Membership and Function** (*last revised*  
~~December 6, 2018~~ August 9, 2019)

**a. Executive Committee** (*Last revised* ~~January xx, 2017~~ August 9, 2019)

The Executive Committee shall consist of the Chairperson of Faculty Council as Chairperson, the Vice Chairperson of Faculty Council as Vice Chairperson, the immediate past Chairperson of Faculty Council (ex officio), the Provost (ex officio), the faculty representative to the Board, and one (1) elected Faculty Council representative from each college and the Libraries. The continuing and newly-elected Faculty Council members from each college shall choose their representative from among themselves in April for a one (1) year term beginning July 1. The immediate past Chairperson of Faculty Council shall be a member of the Executive Committee for one (1) year immediately following the expiration of his or her term as Chairperson of Faculty Council.

The duties of the Executive Committee shall be:

1. To receive, review, and evaluate all recommendations from the various standing committees, and to report them to the Faculty Council.
2. To refer matters to standing committees of the Faculty Council.
3. To act for the Faculty Council between meetings of that body.
4. To execute those duties as may from time to time be given it by the Faculty Council or by the Board.
5. To receive petitions for calling additional meetings of the Faculty Council (see Section C.2.1.10, Article I, Section I).
6. To prepare the agenda for Faculty Council meetings.
7. To participate in the evaluation of University officers.
8. To recommend policies pertaining to the University calendar.
9. When appropriate, to establish priorities when assigning issues to Faculty Council standing committees.

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10. To meet periodically with the faculty representatives to the Benefits Committee in order to ensure timely Faculty Council input and dialogue concerning University benefits programs.
11. To meet periodically with the faculty representatives to the University Policy Review Committee in order to ensure timely Faculty Council input and dialogue concerning development of proposed new University policies and review of major revisions of existing University policies.

**b. Committee on Faculty Governance** *(last revised December xx, 2017 August 9, 2019)*

The Committee on Faculty Governance shall consist of one (1) faculty member from each college and the Libraries. The duties of this standing committee shall be:

1. To recommend to the Faculty Council amendments to the University Code, including revisions to update it.
2. To periodically review practices and procedures of the Faculty Council and its standing committees to assure compliance with the University Code.
3. To apportion annually the elected representatives of the colleges and University Libraries to the Faculty Council.
4. To provide interpretations of the University Code.
5. To establish uniform procedures for electing Faculty Council officers and members of its standing committees and to supervise the election of representatives to the Faculty Council.
  - a. To make and forward nominations for standing committees of the Faculty Council and faculty members of Benefits Committee (see Section D.2.1), University Policy Review Committee (See Section D2.2), Grievance Panel (see Section K.15.1), Sexual Harassment Panel (see Appendix 1.III.B.2), and the University Discipline Panel (see Section I.7.3.2), and submit names of nominees for the offices of Faculty Council Chairperson, Vice Chairperson, and Representative to the Board and for other positions as requested by the Faculty Council.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section D.2 University Committees of Faculty and Administrative Professionals

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.2 University Committees of Faculty and Administrative Professionals.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

University policies have significant impact on the university community. The process for developing new policies and revising existing policies is coordinated and managed by the Office of Policy and Compliance (OPC). OPC helps identify stakeholders, gathers input from stakeholders and subject matter experts, helps the policy proponent assess the impacts of a proposed policy on groups and individuals of the University, and presents policies to the President's Cabinet for approval. However, there is no representative body for the employee councils and student government to interact in an organized way with OPC, receive input from the community, bring forward questions and concerns about policies, and make recommendations to the Administration. Consequently, employee and student feedback is received in an ad hoc fashion that can hinder a systematic review.

The proposed committee will extend shared governance to the development and implementation of policies that direct day-to-day operations of the university. It will also provide a point of contact for the Administration when contemplating new policies and policy changes and when they receive employee or student complaints about policy.

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NOTE: This new Section D.2.2 is being added to the *Manual*.

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**D.2 University Committees of Faculty and Administrative Professionals**  
*(Last revised ~~September xx, 2017~~ **August 9, 2019**)*

**D.2.2 University Policy Review Committee** *(New section **August 9, 2019**)*

The University Policy Review Committee (UPRC) advises the University community regarding University policy.

*A University policy is a set of governing principles formally approved to provide assistance in the conduct of university affairs. University policies apply across the university and have impact on a substantial segment of the campus population. University policies authorize or constrain actions to enhance the university mission and operational efficiency; mitigate and manage institutional risk; and, in some cases, ensure compliance with federal, state and local laws and regulations.*

The UPRC consists of two (2) faculty members, two (2) administrative professional members, two (2) state classified personnel members, one (1) graduate student, one (1) undergraduate student, and the Executive Director of the Department of Policy, Risk & Environmental Programs (*ex officio* non-voting). Each faculty, administrative professional, and classified personnel representative on the UPRC shall serve a three (3) year term, with terms beginning July 1, and are the ones eligible to chair this committee. Graduate and undergraduate student representatives shall serve 1-year terms, effective immediately following elections at the October Faculty Council meeting. The committee shall annually elect a Chair from its eligible members.

Faculty members shall be nominated by the Faculty Council Committee on Faculty Governance who shall provide nominees for election by the Faculty Council. The administrative professional and classified personnel members shall be appointed by their respective Councils. Nominations of the graduate student member shall be made by the University Graduate Student Council.

Graduate student nominations shall be forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the election ballot for voting by Faculty Council. Nominations of undergraduate students shall be made by the ASCSU Director of Academics with the advice and consultation of the President and the Vice President of ASCSU. All such nominees shall be recommended to the ASCSU Senate and shall have majority approval of the ASCSU Senate before the nominations are forwarded to the Faculty Council Committee on Faculty Governance for inclusion on the election ballot for voting by Faculty Council.

The duties of the UPRC shall be:

1. To facilitate the review of the (potential) impact of proposed new university policies and to facilitate the review of the (potential) impact of current policies when they are significantly revised or when questions arise about their interpretation, effectiveness or impacts, and to gather and collate input from the bodies represented on the committee.
2. To solicit and facilitate input on (potential) conflicts between university administrative policies and the Academic Faculty and Administrative Professional Manual and the HR Manual.
3. To help identify parts of the university community that may be affected by university policy for consideration in a review of the impact of university policy.
4. To solicit and facilitate relevant and appropriate dialog within the university community for consideration in a review of the impact of a proposed new university policy or significant revision being carried out by the Office of Policy & Compliance.
5. To recommend evaluation of the impact of proposed university policies and their implementation by the appropriate, impacted groups or units, and of existing university policies when questions or concerns arise.

The UPRC shall consider requests for review of university policy from the university community. It shall transmit the results of reviews and recommendations to the Administration, the Faculty Council, the Administrative Professional Council, Classified Personnel Council, ASCSU, and the University Graduate Student Council.

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The UPRC shall develop a set of operating procedures, which shall be made available to all members of the University community. The Chair of the UPRC shall submit copies of committee minutes and present an annual report to Faculty Council, the Administrative Professional Council, Classified Personnel Council, ASCSU, the University Graduate Student Council, and the Executive Director of the Department of Policy, Risk & Environmental Programs.

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Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.9.2 Individual Faculty Workload

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.9.2 Individual Faculty Workload.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

With ever-adapting and changing roles of faculty within the university system, additional clarification is given for activities considered under workload assignments that should be credited to the faculty during evaluation. Additionally, changes were made to conform to amendments passed on the floor of Faculty Council in the previous year.

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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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E.9.2 Individual Faculty Workload (*Last revised ~~February 14, 2014~~ August 9, 2019*)

Individual workloads for each area of responsibility may vary over time in accordance with the needs and missions of the different academic departments and shall be negotiated between the faculty member and the department head subject to the provisions of Section C.2.6.2.e. Factors for which workload ~~can~~ should be adjusted include, but are not limited to, course credits, class size, course level, method of course delivery, type of course (lecture, laboratory, independent study, internship, supervised student research, thesis/dissertation, clinical, practicum), service as a course coordinator or facilitator, advising/mentoring load, off-campus assignments, number of course preparations, new course preparations, contact hours, and teaching assistants-. For research and scholarly activity factors may include the size and activity of the research program or other creative activity, recognition of the research or creative activity in the form of shows, exhibits, presentations, awards, grants, publications and patents. Additionally, and service, outreach and engagement should be included in the faculty evaluation. Department codes shall make it clear how workload percentages are determined and set expectations accordingly.



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Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.17 Renewal 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.17 Renewal of Tenure-Track Faculty  
Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

We are proposing to insert this new section into the *Manual*. Currently, the decision whether or not to renew the appointment of a tenure-track faculty member rests solely with the department head. However, faculty on tenure-track appointments are not at-will employees, so the nonrenewal of such an appointment should require more due process than just a decision by the department head. This new section creates such due process.

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NOTE: This New Section E.17 is being added to the *Manual* and the current Sections E.17 and E.18 be renumbered as Sections E.18 and E.19, respectively.

NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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**E.17 Renewal of Tenure-Track Faculty Appointments** (New section **August 9, 2019**)

Tenure-track faculty appointments are for a specified period of time and must be renewed periodically. Prior to the expiration of such an appointment, the Tenure and Promotion Committee within the Department shall meet and discuss the performance of the faculty member. This committee shall then prepare a report regarding the progress of the faculty member toward tenure and promotion. This report shall be submitted to the Department Head along with a recommendation whether or not to renew the tenure-track appointment. The Department Head shall then decide whether or not to renew the appointment.

If the Tenure and Promotion Committee within the Department recommends the renewal of a tenure-track faculty appointment, but the Department Head decides not to renew the appointment, then the Department Head shall notify the Tenure and Promotion Committee of this decision. The Tenure and Promotion Committee shall then reconsider their recommendation for renewal. If the Committee still believes that renewal is appropriate, then it shall prepare a document (hereinafter referred to as the Recommendation) explaining the reasons for recommending renewal, and this Recommendation shall be sent to the Department Head. If the Department Head still decides not to renew the appointment, then the Department Head shall prepare a document (hereinafter referred to as the Decision) explaining their reasons for this decision. The Recommendation and the Decision shall then be provided to the faculty member.

In this case, the faculty member may appeal the nonrenewal decision by the Department Head. 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.17.1. Initiating the Appeal Process**

When the faculty member is provided with a copy of the Recommendation and the Decision, the Department Head shall notify the faculty member of their right to appeal the nonrenewal decision and refer them to Section E.17 of the Manual. The faculty member then has ten (10) working days to submit to the UGO an Appeal in writing of the nonrenewal decision, along with the Recommendation and the Decision. If an Appeal is submitted within this time frame, then the UGO shall notify the Provost within three (3) working days.

If the faculty member fails to submit an Appeal within this time frame, then they shall forfeit the right to appeal the nonrenewal decision (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.

The Appeal should provide all of the information that the Appeal Committee (see Section E.17.2) will need in order to make its decision whether to support or oppose the nonrenewal decision. 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 nonrenewal. 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 Department Head and to the members of the Appeal Committee. The Department Head 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 nonrenewal decision. 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 nonrenewal. 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.17.2 Appeal Committee**

The Appeal Committee shall consist of the Vice Provost for Faculty Affairs, the Chair of Faculty Council, and the College Dean. 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 Department Head, the Appellant, the Chair of the Tenure and Promotion Committee, 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 Department Head and/or the Appellant, and they may choose to meet more than once with some persons.

#### **E.17.3 Report of the Appeal Committee**

After the completion of the process described in Section E.17.2, 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 nonrenewal 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.17.4 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 Recommendation, the Decision, the Appeal, and the Response. Within twenty (20) working days of receiving these materials from the

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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 Department Head, and the Provost. This decision by the President is final.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.11 Students Called to Active Duty

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.11 Students Called to Active Duty.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed changes seek to make the manual language consistent with revised language in the General Catalog approved by Faculty Council in December 2016. The faculty manual revisions were brought to the attention of CoTL by our Registrar's Office representative and the proposed changes shared here have been reviewed by the Registrar's office. Adult Learner and Veteran Services (ALVS) is the primary point of contact for CSU students who are called to active duty service. While the name may be taken to imply services only to retired military veterans, ALVS in fact serves a number of non-traditional student groups in addition to veterans and those students who are called to active duty service. ALVS works closely with the Registrar's Office and other groups on campus to ensure the needs of students who are called to active duty service are met. As such, this motion represents the operational steps already in place for students who are called to active duty service.

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NOTE: Revisions are noted in the following manner:  
 Additions - underlined Deletions - ~~overseored~~

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I.11 Students Called to Active Duty (*Last revised ~~May 5, 2005~~ August 9, 2019*)

In response to military action declared by the President of the United States or Congress in which United States forces are being called into active duty, the University shall apply this policy for the duration of such actions, ~~and the Center for Advising and Student Achievement (CASA) shall execute it.~~ As a primary point of contact, students are encouraged to work with Adult Learner and Veteran Services (ALVS) in order to review all options prior to leaving CSU. Depending on when in the semester the student is called to duty, different options may be available including University withdrawal, late withdrawals, or incompletes. Additional information can be found in the General Catalog.

~~Any student called to active military duty may, upon presentation of a copy of his or her orders to CASA ALVS, be given a grade of Incomplete in courses for which she/he is registered. The student or his or her designate may make this request in person, by letter, or by telephone. However, the request will not be processed by CASA ALVS until a copy of the orders are received. The CASA advisors ALVS staff will counsel with the student or his or her designate and the student's instructors to select the option (either withdrawal from the University, cancellation of courses, or taking of an Incomplete) that is most appropriate to that student's situation. (Note: The CASA ALVS cannot disclose personally identifiable educational information with a third party, even a spouse or other designee, without a signed FERPA Release Form. The FERPA Release Form authorizes CASA ALVS to disclose the student's educational information to his or her designee. (See Section I.2.)~~

~~If the student chooses to withdraw from the University as a result of an undetermined amount of time required away from his or her studies during military service, the tuition paid for the semester will be refunded. If the student opts for a grade of Incomplete for the course, tuition will not be refunded. The grade of Incomplete shall remain on the student's record for a period not to exceed one year following the end of the semester in which the student re-enrolls at Colorado State University. By this date, the grade will be changed by the instructor or department head of record, or it will convert to a grade of "F." It will be the responsibility of CASA personnel to track~~

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~~these students and to keep the Office of the Registrar notified of the status of these students, since the time period for which the grade of Incomplete may remain on the record may vary from the normal University time limits for resolution of grades of Incomplete.~~



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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2019-2020 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a periodic program review. The following academic program review schedule is submitted for your approval:

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COLLEGE OF AGRICULTURAL SCIENCE	AGRICULTURAL SCIENCES – M.Agr. (01.0000) (Plan A, Plan B)
	MASTER OF EXTENSION EDUCATION – M.Ext.Ed. (13.1201) (Plan C)
AGRICULTURAL AND RESOURCE ECONOMICS	AGRICULTURAL AND RESOURCE ECONOMICS – M.S. (01.0103) (Plan A, Plan B)
	AGRICULTURAL AND RESOURCE ECONOMICS – Ph.D. (01.0103)
	AGRICULTURAL BUSINESS – B.S. (01.0102)
	MAJOR IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS – B.S. (01.0103)
	MAJOR IN AGRICULTURAL EDUCATION – B.S. (13.1301)
ANIMAL SCIENCES	ANIMAL SCIENCES – M.S. (01.0901) (Plan A, Plan B)
	ANIMAL SCIENCES – Ph.D. (01.0901)
	ANIMAL SCIENCE – B.S. (01.0901)
	EQUINE SCIENCE – B.S. (01.0507)
BIOAGRICULTURAL SCIENCES AND PEST MANAGEMENT	BIOAGRICULTURAL SCIENCES – M.S. (01.1105) (Plan A, Plan B)
	BIOAGRICULTURAL SCIENCES – Ph.D. (01.1105)
HORTICULTURE AND LANDSCAPE ARCHITECTURE	HORTICULTURE – M.S. (01.1103) (Plan A, Plan B)
	MASTER OF LANDSCAPE ARCHITECTURE – M.L.A. (04.0601) (Plan C)
	HORTICULTURE – Ph.D. (01.1103)
	ENVIRONMENTAL HORTICULTURE – B.S. (01.060)
	HORTICULTURE – B.S. (01.1103)
	LANDSCAPE ARCHITECTURE – B.S. (04.0601)
SOIL AND CROP SCIENCES	SOIL AND CROP SCIENCES – M.S. (01.1201) (Plan A, Plan B)
	MAJOR IN SOIL AND CROP SCIENCES <sup>1</sup> – B.S. (01.1201)
COLLEGE OF LIBERAL ARTS	DUAL DEGREE IN INTERDISCIPLINARY LIBERAL ARTS, B.A (24.0101) AND ENGINEERING SCIENCE, B.S. (14.1301)
	INTERDISCIPLINARY LIBERAL ARTS – B.A. (24.0101)
	INTERNATIONAL STUDIES – B.A. (30.2001)
SPECIAL ACADEMIC UNITS	MASTER IN ARTS LEADERSHIP AND CULTURAL MANAGEMENT – M.A.I.C.M (50.1001)
ETHNIC STUDIES	ETHNIC STUDIES – B.A. (05.0299)
	ETHNIC STUDIES – M.A. (05.0299)
	GENDER, POWER AND DIFFERENCE – CERTIFICATE (05.0299)
	WOMEN AND GENDER STUDIES – B.A. (05.0207)

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MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2019-2020 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Accounting (BSBA)
- Art (BA/BFA)
- Business Management (BSBA)
- Business Administration (MBA: Including Joint BSBA/MBA)
- Computer Information Systems (BS: Including Joint BS-CIS/MBA)
- Economics (BSBA)
- Music (BA)
- Physics (BS)
- Social Work (BSW)
- World Languages (Spanish BA)

EXPLANATION:

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

The list above is in accordance with the established review schedule for 2019-2020 through 2024-2025 on the next page, and approved by the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board). Each program is reviewed by the University once every five to seven years. As appropriate, the internal review is scheduled to correspond with their disciplinary accreditation review. Should any requests to delay 2019-20 University program review be submitted, the CAP Board will respond to them in September and make recommendations to the President.

### CSU-Pueblo Program Review Calendar

2019-2020	CHASS:	Art (BA/BFA), World Languages (Spanish BA), Music (BA), Social Work (BSW)
	CSM:	Physics (BS)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)
2020-2021	CEEPS:	Athletic Training (BS), Nursing (BSN), Nursing (MS)
	CHASS:	Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS:	Liberal Studies (BS), Education (MEd)
	CHASS:	History (MA)
	CSM:	Mathematics (BA/BS), Chemistry (BS), Chemistry (MS), Biochemistry (MS)
2022-2023	CEEPS:	Automotive Industry Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS)
	CSM:	Wildlife and Natural Resources (BS)
2023-2024	CEEPS:	Civil Engineering Technology (BSCET), Construction Management (BS), Nursing (DNP), Early Childhood Ed (BS)
	CHASS:	English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW), Criminology (BA/BS)
	CSM:	Biology (BS) & Biology (MS)
2024-2025	CEEPS:	Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS)
	CHASS:	Art (BA/BFA), Humanities and Social Sciences (BA) World Languages (Spanish BA), Music (BA)
	CSM:	Physics (BS)
	ES:	Interdisciplinary Studies (BA/BS)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)

#### Abbreviations:

CEEPS: College of Education, Engineering and Professional Studies

CHASS: College of Humanities and Social Sciences

CSM: College of Science and Mathematics

ES: Extended Studies

HSB: Hasan School of Business

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MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2019-2020 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2019-2020 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

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MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2019-2020.

EXPLANATION:

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

The Faculty Senate of Colorado State University-Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of each fall, spring and summer semester. Only those individuals who have completed all requirements will receive their degree.

CSU-Pueblo anticipates that approximately 670 undergraduate degrees and 113 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2019, fall 2019, and spring 2020). The table below provides detail on bachelor's and master's degrees awarded in summer 2018, fall 2018 and spring 2019; it also provides the related 5-year averages between spring 2014 and fall 2018.

Term	AY2018-19 # Bachelor's awarded	AY2018-19 # Master's awarded	5 Year Bachelor's average	5 Year Master's average
Summer	136	52	154	40
Fall	166	19	171	25
Spring	421	42	448	41

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**MATTERS FOR ACTION:**

Approval of Degree Candidates

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2019-2020 Academic Year.

**EXPLANATION:**

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global  
Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2019-2020 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

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CSU: Degrees Awarded Academic Year 2017-2018

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Board Policy 314: Approval of Degree Candidates states that each institution shall submit to the Board an annual report of degrees granted in the prior year. The degrees awarded by college and degree type for the academic year 2017-2018 are shown in the following table.

<b>College</b>	<b>Bachelors</b>	<b>Grad. Certificate</b>	<b>Masters</b>	<b>Doctorate</b>	<b>D.V.M.</b>	<b>Grand Total</b>
Agricultural Sciences	333		73	20		426
Business	713	193	428			1,334
Health and Human Sciences	1,046	46	339	38		1,469
Intra-University		6	8	25		39
Liberal Arts	1,346		191	17		1,554
Natural Sciences	796	11	148	62		1,017
Vet Med & Biomedical Sci	170		175	25	138	508
Walter Scott Jr College of Engr	515	7	210	56		788
Warner College of Nat Resources	431	13	142	7		593
<b>Grand Total</b>	<b>5,350</b>	<b>276</b>	<b>1,714</b>	<b>250</b>	<b>138</b>	<b>7,728</b>



**CSU - GLOBAL: Degrees Awarded Academic Year 2018-2019**

**EXPLANATION:**

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU-Global  
Campus

The following report provides an overview of the total degrees conferred at CSU-Global by program for the 2019 academic year. Overall, there were 3,594 degrees conferred at CSU-Global in the 2019 academic year with 64 Undergraduate Certificates, 91 Graduate Certificates, 2,058 Undergraduate degrees and 1,398 Graduate degrees.

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### FY19 CSU-Global Degrees Conferred

*Graduates from the MS Dual Degree programs (MS Org Leadership and MS Management) are awarded two separate degrees.*

Degree and Program	Count of Degrees Conferred	Percent of Degree Level
<b>Bachelor Total</b>	<b>2058</b>	<b>100.00%</b>
BS - Accounting	253	12.29%
BS - Applied Social Sciences	53	2.58%
BS - Business Management	354	17.20%
BS - Communication	65	3.16%
BS - Criminal Justice and Law Enforcement Administration	74	3.60%
BS - Healthcare Administration and Management	186	9.04%
BS - Human Resource Management	200	9.72%
BS - Human Services	67	3.26%
BS - Information Technology	296	14.38%
BS - Interdisciplinary Professional Studies	1	0.05%
BS - Leadership and Organizational Studies	1	0.05%
BS - Management Information Systems and Business Analytics	113	5.49%
BS - Marketing	113	5.49%
BS - Organizational Leadership	150	7.29%
BS - Project Management	124	6.03%
BS - Public Management	8	0.39%
<b>Master Total</b>	<b>1398</b>	<b>100.00%</b>
Master - Criminal Justice and Law Enforcement Administration	29	2.07%
Master - Finance	125	8.94%
Master - Healthcare Administration	247	17.67%
Master - Healthcare Administration and Management	88	6.29%
Master - Human Resource Management	208	14.88%
Master - Information Technology Management	67	4.79%
Master - International Management	22	1.57%
Master - Professional Accounting	148	10.59%
Master - Project Management	86	6.15%
MS - Data Analytics	1	0.07%
MS - Management	86	6.15%
MS - Organizational Leadership	189	13.52%
MS - Teaching and Learning	72	5.15%
MS - Teaching and Learning - Principal Licensure	24	1.72%
MS - Teaching and Learning - Teacher Licensure Math	1	0.07%
MS - Teaching and Learning - Teacher Licensure Science	5	0.36%
<b>Graduate Certificate Total</b>	<b>91</b>	<b>100.00%</b>
Graduate Certificate in Business Analytics	15	16.48%
Graduate Certificate in Cyber Security	2	2.20%
Graduate Certificate in Educational Leadership - Principal Licensure	30	32.97%
Graduate Certificate in Educator Licensure - Mathematics	1	1.10%
Graduate Certificate in Human Resource Management	23	25.27%
Graduate Certificate in Project Management	20	21.98%
<b>Undergraduate Certificate Total</b>	<b>64</b>	<b>100.00%</b>
Undergraduate Certificate - Computer Programming	1	1.56%
Undergraduate Certificate in Business Administration	1	1.56%
Undergraduate Certificate in Computer Programming	17	26.56%
Undergraduate Certificate in Cyber Security	9	14.06%
Undergraduate Certificate in Data Management and Analysis	10	15.63%
Undergraduate Certificate in Human Resource Management	7	10.94%
Undergraduate Certificate in IT Operations	1	1.56%
Undergraduate Certificate in Marketing	2	3.13%
Undergraduate Certificate in Networking	1	1.56%
Undergraduate Certificate in Project Management	15	23.44%
<b>Grand Total</b>	<b>3594</b>	

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Report: Faculty Activity at Colorado State University

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University employs a comprehensive system for hiring and evaluating faculty performance. The following report describes the results of annual performance reviews, promotion and tenure, and periodic comprehensive reviews (post-tenure reviews). This report also summarizes the hiring process used to attract capable new faculty who are likely to succeed. We include some faculty demographic and salary information as well.

## **COLORADO STATE UNIVERSITY REPORT ON FACULTY ACTIVITY FOR 2018-2019**

Colorado State University seeks to ensure that every regular, tenure-track faculty member meets or exceeds the expectations for his/her appointment. This report summarizes the procedures the University uses to ensure faculty meet the University's performance standards, and provides a brief analysis of the outcomes of the various types of review. The process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). At the midpoint of the probationary period, ordinarily during the third year of appointment, such untenured faculty members undergo a more comprehensive review. The critical decision concerning tenure and promotion normally occurs in the sixth year (Section IV). Tenured faculty members undergo a periodic comprehensive review (Section V). The outcomes of these reviews for 2018-2019 indicate that the vast majority of Colorado State University faculty members are performing at or above the expectations for their assignments.

### **I. PROCESS FOR FACULTY HIRES**

Hiring new faculty members is among the most important responsibilities of department faculty and college administrators. The processes used in soliciting applications and interviewing candidates vary across the University as to detail, but universally, the search processes are characterized by thoroughness and intensity. Searches generally share the following characteristics:

1. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. Advertising must appear in locations ordinarily accessed by potential faculty members who would enhance the diversity of the unit. Members of search committees are expected to be proactive in solicitation of nominations and applications. Advertising typically specifies the expectations of the successful applicant in terms of teaching, advising, research, service, outreach, and engagement.
2. Applicants are asked to provide a letter of interest, a resume (curriculum vita), and typically three letters of recommendation. Application materials may include statements of teaching philosophy, a list of courses the applicant is qualified to teach, summaries of student evaluations, and research plans.
3. Semifinalists are selected after a careful screening by a departmental committee and in strict adherence with clearly defined equal opportunity guidelines. Often, additional information is solicited from other experts in the field.
4. Finalists are selected after another careful screening. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This certainly includes members of the faculty of the

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department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are often included in the interview process. The interview almost always includes one or more presentations by the applicant and a meeting with the Dean.

## II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for all Colorado State University faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report which details his/her activities in teaching, research and creative activity, and service/outreach. Typically, tenure-track faculty members expend 40-55 percent of their effort in teaching, 30-45 percent in research and creative activity, and 5-20 percent in service/outreach. The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an “overall” rating. The faculty member and the head/chair meet to discuss the evaluation which is then forwarded to the college dean’s office for review. The summary report of the evaluation is forwarded to the Provost/Executive Vice President for further review and reporting.

For the calendar year 2018, 1,090 tenured and tenure-track faculty were reviewed. The “overall” outcomes were:

Superior performance:	175
Exceeded performance expectations:	612
Met performance expectations:	286
Below performance expectations:	17
Unsatisfactory performance:	0

The overwhelming majority of the reviews were positive, indicating that the faculty are meeting or exceeding the University’s performance expectations. It is important to note that faculty members who receive “met performance expectations,” and sometimes those who receive “exceeded performance expectations” ratings, may be given suggestions for improvement in one or more of the three categories that are evaluated.

## III. REAPPOINTMENT

Academic faculty on tenure-track appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure by the department Promotion and Tenure Committee, as well as the Department Chair. At the midpoint of the probationary period, ordinarily at the end of the third year of appointment, such faculty members undergo a more comprehensive review. Tenure-track faculty members making satisfactory progress are reappointed.

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#### IV. TENURE AND PROMOTION

The following table summarizes Colorado State University's promotion and tenure activity for 2018-2019.

College	Tenure	Promotion to Assistant	Promotion to Associate	Tenure & Promotion to Associate	Promotion to Full	Tenure & Promotion to Full	Denied	Total
Agricultural Sciences	3			6	2			11
Health and Human Sciences	1			7	3			11
Business				2	3		1	6
Engineering				5	5			10
Liberal Arts				12	11		1	24
Libraries				1				1
Natural Resources				2	3			5
Natural Sciences		1	5	5	5			16
Veterinary Medicine	1			5	4	1		11
<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>45</b>	<b>36</b>	<b>1</b>	<b>2</b>	<b>95</b>

We note that in this past year, there were two denials of promotion and/or tenure. This does not mean that every case that was initially proposed was successful. Each year, there are cases that come forward that are withdrawn for a variety of reasons, most having to do with some level of administrative discouragement due to a perception that the case is not strong enough yet. The above statistics represent those cases that made it through the process leading to a formal recommendation by the Provost to the President.

## V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University are subject to periodic comprehensive reviews of their performance. Phase I Comprehensive Performance Reviews of faculty are conducted by the department head/chair at intervals of five years following the acquisition of tenure, or if there are two unsatisfactory annual reviews within a five-year period. The department head's review identifies strengths and any deficiencies in the faculty member's performance. Department heads who believe that a faculty member's deficiencies can be corrected without implementing a Phase II Comprehensive Performance Review prepare, in consultation with the faculty member, a specific professional development plan to assist the faculty member in meeting the department's performance expectations. The review may also result in changes in the distribution of the faculty member's effort across teaching, research, outreach, and service.

If a faculty member's deficiencies are deemed to be more significant, a Phase II Comprehensive Performance Review is initiated. This review is conducted, according to procedures specified in the department's Code, by three of the faculty member's peers at the same or higher rank. The department head is not a committee member. A majority of the committee must decide if the faculty member's performance: a) is satisfactory, b) has minor deficiencies, c) has deficiencies that are substantial and chronic or recurrent and must be remedied, or d) is so unsatisfactory as to warrant possible sanctions up to and including tenure revocation. When deficiencies are noted that must be remedied, the department head and faculty member design a professional development plan indicating how the deficiencies are to be remedied and set timelines for accomplishing each element of the plan. Such development plans must be approved by the dean of the college. When sanctions are involved, the Provost/Executive Vice President makes a recommendation to the President regarding action. [*see*: Colorado State University, Academic Faculty and Administrative Professional Manual, E.14.3, Periodic Comprehensive Reviews of Tenured Faculty].

In the past year (2018), three professional development plans were implemented. The following table summarizes the results of the reviews by College and by outcome.

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### 2018-2019 Comprehensive Review Summary

College	Number	Satisfactory	Professional Development Plans	Phase II
Agricultural Sciences	13	13	1	
Health and Human Sciences	10	10		
Business	5	5		
Engineering	7	7		
Liberal Arts	37	37		
Natural Resources	17	17	2	
Natural Sciences	17	17		
Vet. Med. and Biomedical Sciences	17	16		1
Libraries	1	1		
<b>Total</b>	<b>124</b>	<b>123</b>	<b>3</b>	<b>1</b>

Results from the last five years of Comprehensive Reviews are recorded in the table below.

### Five Year Comprehensive Review Summary

Year	Number	Satisfactory	Professional Development Plans	Phase II
2014-2015	77	77	1	0
2015-2016	124	123	2	1
2016-2017	125	122	2	3
2017-2018	143	143	2	0
2018-2019	124	123	3	1



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## VI. Faculty Workload Analysis

As part of a review of faculty workload reports in FY13, the Academic and Student Affairs Committee agreed on a set of six metrics to use to measure faculty workload; these are:

- The UG Student/Faculty Ratio as computed for the IPEDS data set
- The UG FTE/AAUP Instructional Faculty ratio
- The UG Degrees/AAUP Instructional Faculty ratio
- The Graduate FTE/AAUP Instructional Faculty ratio
- The Graduate Degrees/AAUP Instructional Faculty ratio
- NSF Federal Research Expenditures/AAUP Instructional Faculty

Institutional Research, Planning and Effectiveness has been tracking these metrics for some time; we present below the past five years of data.

Values	2014		2015		2016		2017		2018	
	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers	CSU	Peers
IPEDS UG FTE/Faculty FTE	16	15	18	18	18	18	16	18	16	
Undergraduate FTE/AAUP Faculty	20.90	21.85	21.22	21.29	22.03	21.28	19.84	20.55	19.98	
Undergraduate Degrees/AAUP Faculty	4.67	4.39	4.72	4.39	4.61	4.51	4.24	4.69	4.51	
Graduate FTE/AAUP Faculty	4.56	4.33	4.21	4.53	4.13	4.36	3.95	4.26	3.84	
Graduate Degrees/AAUP Faculty	1.91	1.68	2.06	1.68	2.04	1.60	1.70	1.60	1.77	
NSF Federal Research Exp/AAUP Faculty	\$206	\$142	\$213	\$133	\$222	\$131	\$204	\$142		

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**VII. Faculty Demographics**

Below we present basic faculty demographic data for the past ten years; these statistics and many others can be found in the CSU Fact Book.

The total tenure-track faculty numbers rose slightly this past year (1.7%). Our number of female faculty continued to rise, as did our number of international faculty; both are at historic highs.

## History of Tenure-Track Faculty

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Assistant Professor</b>	298	275	255	229	234	227	228	253	261	278
<b>Associate Professor</b>	317	321	332	356	378	388	374	363	360	332
<b>Professor</b>	418	404	416	423	433	448	459	465	470	499
<b>Asian</b>	67	63	72	76	78	86	86	89	93	68
<b>Black</b>	15	16	14	12	12	15	12	11	13	12
<b>Hispanic/Latino</b>	41	42	51	53	52	51	54	53	51	43
<b>International</b>	49	40	25	18	25	23	22	25	28	133
<b>Multi-Racial</b>	0	0	7	6	7	10	14	13	17	18
<b>Native American</b>	4	4	2	2	3	5	4	3	2	4
<b>No Response</b>	39	49	3	7	30	4	0	24	21	3
<b>White</b>	818	786	829	834	838	869	869	863	866	828
<b>Minority</b>	127	125	143	146	148	163	167	166	174	144
<b>Non-Minority</b>	906	875	860	862	897	900	894	915	917	965
<b>Female</b>	337	332	342	350	381	389	395	403	416	426
<b>Male</b>	696	668	661	658	664	674	666	678	675	683
<b>Total Employees</b>	<b>1,033</b>	<b>1,000</b>	<b>1,003</b>	<b>1,008</b>	<b>1,045</b>	<b>1,063</b>	<b>1,061</b>	<b>1,081</b>	<b>1,091</b>	<b>1,109</b>

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

History of Non-Tenure-Track Special Appointment Faculty

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Assistant Professor</b>	88	93	95	111	102	105	115	118	128	126
<b>Associate Professor</b>	21	19	22	19	19	21	21	23	25	21
<b>Instructor</b>	180	202	205	235	252	252	261	287	290	267
<b>Professor</b>	13	17	10	9	10	13	12	12	13	14
<b>Senior Instructor</b>	0	0	0	0	0	0	0	0	0	1
<b>Asian</b>	16	18	17	17	16	17	17	13	12	6
<b>Black</b>	0	0	1	3	2	2	2	3	6	5
<b>Hawaiian/Pac. Islander</b>	0	0	0	0	0	0	1	1	0	0
<b>Hispanic/Latino</b>	8	10	12	21	21	20	18	15	19	21
<b>International</b>	15	11	6	4	8	10	11	11	11	26
<b>Multi-Racial</b>	0	0	1	2	2	5	5	4	3	3
<b>Native American</b>	2	4	2	2	1	0	0	0	1	1
<b>No Response</b>	21	30	0	15	34	11	0	9	13	1
<b>White</b>	240	258	293	310	299	326	355	384	391	366
<b>Minority</b>	26	32	33	45	42	44	42	35	41	36
<b>Non-Minority</b>	276	299	299	329	341	347	367	405	415	393
<b>Female</b>	173	197	203	235	233	235	244	258	267	257
<b>Male</b>	129	134	129	139	150	156	165	182	189	172
<b>Total Employees</b>	<b>302</b>	<b>331</b>	<b>332</b>	<b>374</b>	<b>383</b>	<b>391</b>	<b>409</b>	<b>440</b>	<b>456</b>	<b>429</b>

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

History of Senior Teaching Appointments

	2013	2014	2015	2016	2017	2018	2019
<b>Assistant Professor</b>	0	6	7	9	10	9	8
<b>Associate Professor</b>	0	0	1	1	1	3	3
<b>Instructor</b>	27	36	37	48	46	50	56
<b>Asian</b>	0	0	0	2	2	2	2
<b>Hispanic/Latino</b>	0	0	0	3	3	3	4
<b>International</b>	0	0	0	0	0	0	2
<b>Multi-Racial</b>	1	1	1	1	2	2	2
<b>White</b>	26	41	44	52	50	55	57
<b>Minority</b>	1	1	1	6	7	7	8
<b>Non-Minority</b>	26	41	44	52	50	55	59
<b>Female</b>	18	30	30	42	42	46	47
<b>Male</b>	9	12	15	16	15	16	20
<b>Total Employees</b>	<b>27</b>	<b>42</b>	<b>45</b>	<b>58</b>	<b>57</b>	<b>62</b>	<b>67</b>

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

History of Temporary Faculty

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Assistant Professor</b>	7	6	8	9	5	3	6	6	8	11
<b>Associate Professor</b>	1	3	2	2	2	3	0	2	1	0
<b>Instructor</b>	169	192	204	231	222	261	240	248	250	253
<b>Professor</b>	5	8	11	11	11	14	15	12	13	13
<b>Visiting Asst Professor</b>	0	0	0	0	0	0	0	0	0	1
<b>Visiting Professor</b>	0	0	0	0	0	0	0	0	1	1
<b>Asian</b>	2	3	3	2	8	5	4	4	4	5
<b>Black</b>	0	1	0	3	2	2	1	1	1	1
<b>Hispanic/Latino</b>	4	4	7	6	5	7	9	16	19	15
<b>International</b>	3	7	5	2	3	2	7	5	8	12
<b>Multi-Racial</b>	0	0	1	1	0	0	2	1	0	0
<b>Native American</b>	1	0	0	0	0	0	1	2	2	2
<b>No Response</b>	27	35	3	29	58	72	6	37	36	29
<b>White</b>	145	159	206	210	164	193	231	202	203	215
<b>Minority</b>	7	8	11	12	15	14	17	24	26	23
<b>Non-Minority</b>	175	201	214	241	225	267	244	244	247	256
<b>Female</b>	103	121	121	143	139	164	141	147	140	145
<b>Male</b>	79	88	104	110	101	117	120	121	133	134
<b>Total Employees</b>	<b>182</b>	<b>209</b>	<b>225</b>	<b>253</b>	<b>240</b>	<b>281</b>	<b>261</b>	<b>268</b>	<b>273</b>	<b>279</b>

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**VIII. Faculty Compensation Comparisons**

Using AAUP data, CSU faculty salaries and total compensation lag behind our peers. Depending on rank, average salaries are 90-96% of peers while total compensation is 89-93% of peers. Overall, the CSU average faculty salary is at 91% of our peers (up from last year); total compensation is only slightly lower than salary at 89%. Faculty raises averaged 2.5% in FY18 and in FY19 (not represented in the data tables below) averaged 4%. Additionally, plans have recently been finalized for a three-year phased in approach to increasing the non-tenure-track faculty (NTTF) salary floor. Doing so will increase our assistant professor average salary as reported to AAUP since NTTF are included.

2018-19 Faculty Salaries - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary	Number	Total Dollars	Average Salary
Iowa State	510	67,728,000	132,800	412	41,158,800	99,900	413	35,972,300	87,100	1,335	144,859,100	108,509
Kansas State	257	29,246,600	113,800	274	23,810,600	86,900	252	19,429,200	77,100	783	72,486,400	92,575
Michigan State	802	126,234,800	157,400	626	64,540,600	103,100	717	59,582,700	83,100	2,145	250,358,100	116,717
North Carolina State	651	85,801,800	131,800	468	44,928,000	96,000	432	36,201,600	83,800	1,551	166,931,400	107,628
Oklahoma State	302	33,491,800	110,900	273	22,249,500	81,500	294	23,608,200	80,300	869	79,349,500	91,311
Oregon State	335	42,511,500	126,900	278	26,799,200	96,400	281	24,081,700	85,700	894	93,392,400	104,466
Purdue University	897	131,051,700	146,100	528	55,070,400	104,300	635	58,356,500	91,900	2,060	244,478,600	118,679
Texas A & M †		0			0			0		0	0	#DIV/0!
Univ of California, Davis	776	134,248,000	173,000	279	33,117,300	118,700	317	32,365,700	102,100	1,372	199,731,000	145,577
Univ of Illinois, Urbana	843	131,592,300	156,100	487	51,914,200	106,600	523	51,201,700	97,900	1,853	234,708,200	126,664
Univ of Tennessee	514	74,118,800	144,200	382	38,314,600	100,300	343	29,052,100	84,700	1,239	141,485,500	114,193
Virginia Tech	581	85,290,800	146,800	521	53,089,900	101,900	517	46,736,800	90,400	1,619	185,117,500	114,341
Washington State	335	43,416,000	129,600	291	26,422,800	90,800	222	19,380,600	87,300	848	89,219,400	105,212
<b>COLORADO STATE</b>	<b>460</b>	<b>59,984,000</b>	<b>130,400</b>	<b>334</b>	<b>32,164,200</b>	<b>96,300</b>	<b>391</b>	<b>31,671,000</b>	<b>81,000</b>	<b>1,185</b>	<b>123,819,200</b>	<b>104,489</b>
TOTAL EXCLUDING CSU	6,803	984,732,100	144,750	4,819	481,415,900	99,900	4,946	435,969,100	88,146	16,568	1,902,117,100	114,807
CSU as Percentage of Peers			90.1%			96.4%			91.9%			91.0%

† Texas A & M didn't submit data prior to publication deadline.

2018-19 Faculty Compensation - BOG Peer Group

Institution	Full Professor			Associate Professor			Assistant Professor			All Ranks Combined		
	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp	Number	Total Dollars	Average Comp
Iowa State	510	86,853,000	170,300	412	54,301,600	131,800	413	48,197,100	116,700	1,335	189,351,700	141,836
Kansas State	257	36,314,100	141,300	274	30,003,000	109,500	252	24,620,400	97,700	783	90,937,500	116,140
Michigan State	802	160,640,600	200,300	626	86,575,800	138,300	717	78,583,200	109,600	2,145	325,799,600	151,888
North Carolina State	651	108,196,200	166,200	468	58,032,000	124,000	432	47,347,200	109,600	1,551	213,575,400	137,702
Oklahoma State	302	43,729,600	144,800	273	29,374,800	107,600	294	29,517,600	100,400	869	102,622,000	118,092
Oregon State	335	61,439,000	183,400	278	39,003,400	140,300	281	34,675,400	123,400	894	135,117,800	151,138
Purdue University	897	162,626,100	181,300	528	71,544,000	135,500	635	76,454,000	120,400	2,060	310,624,100	150,788
Texas A & M †		0			0			0		0	0	#DIV/0!
Univ of California, Davis	776	180,264,800	232,300	279	45,728,100	163,900	317	45,299,300	142,900	1,372	271,292,200	197,735
Univ of Illinois, Urbana	843	165,902,400	196,800	487	68,180,000	140,000	523	67,990,000	130,000	1,853	302,072,400	163,018
Univ of Tennessee	514	93,496,600	181,900	382	50,385,800	131,900	343	37,730,000	110,000	1,239	181,612,400	146,580
Virginia Tech	581	110,448,100	190,100	521	71,220,700	136,700	517	63,539,300	122,900	1,619	245,208,100	151,457
Washington State	335	54,270,000	162,000	291	34,076,100	117,100	222	24,908,400	112,200	848	113,254,500	133,555
<b>COLORADO STATE</b>	<b>460</b>	<b>76,866,000</b>	<b>167,100</b>	<b>334</b>	<b>41,215,600</b>	<b>123,400</b>	<b>391</b>	<b>40,585,800</b>	<b>103,800</b>	<b>1,185</b>	<b>158,667,400</b>	<b>133,897</b>
TOTAL EXCLUDING CSU	6,803	1,264,180,500	185,827	4,819	638,425,300	132,481	4,946	578,861,900	117,036	16,568	2,481,467,700	149,775
CSU as Percentage of Peers			89.9%			93.1%			88.7%			89.4%

† Texas A & M didn't submit data prior to publication deadline.

Board of Governors of the Colorado State University System

Meeting Date: August 9, 2019

Report Item

When using CUPA data to compare our tenure-track/tenured faculty (TTF) salaries to other R1 institutions, the results are similar to the AAUP comparison. CSU TTF salaries are 90% of the median across ranks as shown in the table below. The assistant professor salary as a percent of the peer median is 89% and the associate and full professors are at 92%. A multi-year phased in approach to raise the TTF salaries in many of the departments in the College of Liberal Arts is underway. Those raises will begin in FY20.

Report Parameters

<b>Focus Institution</b>	<b>Colorado State University</b>
<b>Comparison Group</b>	R1 Institutions
<b>Group Size</b>	82 Institutions
<b>Year</b>	2018-19
<b>Compare By</b>	Institutional Average Salaries
<b>Effective Date of Data</b>	November 1, 2018
<b>Data Aging</b>	Not Selected
<b>Filter Outliers</b>	Off
<b>Tenure</b>	Tenured/Tenure Track
<b>Rank</b>	All

Key

- NP - Number of persons (incumbents)
- NI - Number of institutions
- - More than 150% of the group average
- - Less than 90% of the group average

Policies

Per Department of Justice Safe Harbor Guidelines, statistics will not display when the number of Institutions contributing data is less than 5 (too few data). Statistics will also not display when one institution's data comprise more than 25% of the total (unbalanced data; only applicable if incumbent—rather than institutional average—salaries are selected). If this report offers additional percentile options, percentiles other than 5th, 50th/median, 95th will not display if fewer than 10 institutions have provided data. In addition to confidentiality concerns, percentiles are not statistically valid or meaningful for benchmarking when the number of cases compared is low.

Data Use Agreement

<https://www.cupahr.org/surveys/data-use-agreement/>

Code/Title	A. Focus Salary			B. Comparison Group Statistics				Focus Median as Percent of CG Median		
	NP	Median	Average	Median	Average	Std. Dev.	Salary Factor	NP	NI	
<b>Across All Disciplines Selected</b>										
Professor	463	125,850	130,978	136,838	139,887	17,430	1.00	16,579	38	92
Associate Professor	318	91,121	96,616	99,165	100,622	11,359	1.00	12,859	38	92
Assistant Professor (excl New)	178	81,557	85,066	90,043	90,682	8,965	1.00	7,589	36	91
Assistant Professor (incl New)	275	79,980	85,219	89,487	90,839	8,836	1.00	8,901	36	89 ●
New Assistant Professor	97	78,000	85,500	89,079	91,813	11,958	1.00	1,312	31	88 ●
Instructor				80,797	98,502	55,630	1.00	80	8	
Across All Ranks	1,056	100,570	108,714	111,648	114,814	14,759	1.00	38,419	38	90

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Report Item

REPORT:

Report on annual faculty performance. Report Item. No Action Necessary

EXPLANATION:

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

INTRODUCTION

The report summarizes significant actions taken during the 2018-2019 academic year.

**REPORT ON FACULTY ACTIVITY FOR AY 2018-2019**

Colorado State University-Pueblo has in place policies, procedures and practices to ensure that every tenure-track faculty member meets or exceeds the performance expectations for his/her position when hired and throughout his/her career at the University. This report summarizes the relevant procedures and recent review results.

The performance review process begins with the hiring of new faculty (Section I below) and continues with the annual performance reviews (Section II). Untenured faculty members undergo an annual review of progress toward tenure and are reappointed only if satisfactory performance is documented (Section III). The critical decision concerning tenure normally occurs in the sixth year (Section IV). Tenured faculty members undergo periodic comprehensive review (Section V). The outcomes of these reviews for 2018-2019 indicate that the vast majority of Colorado State University-Pueblo faculty are performing at or above the expectations for their assignments.

**I. PROCESS FOR FACULTY HIRES**

Hiring qualified new faculty members is among the most important responsibilities of department faculty and college administrators. The process used in soliciting applications and interviewing candidates is thorough, objective and conforms to central policies. Searches share the following characteristics:

All tenure-track faculty searches are conducted nationally. Positions are advertised in printed and electronic form in locations appropriate for the discipline involved. All positions are posted on the University's web site and, typically, in the discipline's major print and electronic resources for job searches. Members of search committees are expected to be proactive in soliciting nominations and applications, and, typically, contact is made with leading doctoral programs in the discipline, especially those with high rates of minority and Hispanic graduates. Advertising specifies the expectations of the successful applicant in terms of teaching, scholarship, and faculty duties unique to the position.



Applicants are asked to provide a letter of interest, résumé (curriculum vitae), evidence of excellent teaching performance and names of references and/or letters of recommendation.

A search and screen committee is named, with the majority of members representing the discipline in which the position exists. Faculty from other disciplines sometimes are named to the search and screen committee in order to promote diversity or to represent the teaching interests of related fields.

Candidates meeting minimum qualifications are determined after a careful review by the search and screen committee and in strict adherence with clearly defined University guidelines. The group of qualified candidates is further reviewed through more extensive examination of submitted materials, telephone interviews with references and/or telephone or online video interviews with the top candidates.

The resulting finalists are invited for an on-campus interview. Interviews usually include meetings with those who are likely to have important roles in the professional life of the successful applicant. This includes members of the faculty of the department conducting the search, but often also includes faculty members from other departments where interactions and collaborations might occur. Students are included in the interview process. The interview almost always includes two presentations by the applicant: a teaching demonstration and a presentation of scholarly work.

## II. ANNUAL PERFORMANCE REVIEWS

Performance reviews are conducted for tenure and tenure-track Colorado State University-Pueblo faculty on an annual, calendar-year basis. Each faculty member prepares an annual activities report, which details his/her activities in teaching, scholarship/creative activity, and service/outreach in relation to the faculty member's annual performance goals and plan. The department chair assesses the activities of the faculty member in light of formal departmental and college performance standards and University performance criteria. The faculty member and the chair meet to discuss the evaluation, which is then forwarded to the college (or school) dean's office for review. The

dean's and the chair's recommendations are forwarded to the provost for further review, and then all recommendations are submitted to the president for final approval. Starting in the AY 2018-2019 visiting and adjunct faculty performance reviews also will be conducted annually within the department, with reports forwarded to the dean's office for review. These reviews will inform professional development and faculty assignments to maintain academic quality.

For the calendar year 2019, 133 tenured and tenure-track faculty members were reviewed (compared to 138 in CY2017, 130 in CY2016, and 122 in CY2015). This number includes department chairs.

The outcomes are tabulated below:

	Tenure-track faculty	Tenured faculty	Total	%
Exceptional performance	4	20	24	18%
Exceeds expectations	23	48	71	53%
Meets expectations	13	25	38	29%
Below expectations/Unsatisfactory	0	0	0	0%

As part of the annual review process, all faculty receive feedback about the quality of their performance, and this feedback affects the identification of performance goals for the next year. Additionally, faculty members receiving “below expectations” evaluations overall or in any evaluation category prepare special development plans, in consultation with their chairperson (see below).

### III. REAPPOINTMENT

Academic faculty on regular appointments who have not acquired tenure are appointed on a contractual basis not exceeding one year. Such faculty members undergo an annual review of progress toward tenure as part of the standard annual review process. Faculty members making satisfactory progress are reappointed. A midpoint performance review is also conducted in the midpoint of a tenure-track faculty member’s normal probationary period (i.e. typically in the third year of the six year probationary period).

### IV. TENURE AND PROMOTION

The following table summarizes Colorado State University-Pueblo promotion and tenure outcomes for 2018. Ten faculty requested promotion and/or tenure.

Academic Unit*	Tenure & Promotion to Associate Professor	Promotion to Full Professor	Denied	Total Actions
CEEPS	1	1	-	2
CHASS	-	4	-	4
CSM	-	3	-	3
HSB	-	1	-	1
Library	-	0	-	0
<b>TOTAL</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>10</b>

\*Tenure and promotion counted as two separate actions

### V. COMPREHENSIVE REVIEW OF TENURED FACULTY

All tenured faculty at Colorado State University-Pueblo must complete a comprehensive, post-tenure review every five years. This review consists of the annual performance review for the current year plus a review of performance over the previous four years. If the comprehensive review results in a non-meritorious rating or if two successive annual reviews result in a non-meritorious rating, a cumulative performance review is scheduled for the following year. In the interim, the faculty member works closely with the department chair to analyze deficiencies and to develop a detailed professional development plan for improvement. This process of analysis and developing a plan is tied closely to the formally defined University criteria and college/school and department standards for performance. The cumulative review includes a self-assessment of performance, and assessments conducted by the department chair, the College Personnel and Review Committee, the dean, and the

provost. In the past academic year, 13 comprehensive reviews were scheduled. The table below summarizes the results of the reviews by college/school and by outcome.

### 2018-2019 Comprehensive Post-Tenure Review Summary

College*	Number scheduled	Meets or exceeds expectations	Delayed or Canceled
CEEPS	1	1	0
CHASS	4	4	0
CSM	5	5	0
HSB	2	2	0
Library	0	0	0
<b>Totals</b>	<b>13</b>	<b>13</b>	<b>0</b>

\* Colleges

- CEEPS: College of Education, Engineering, and Professional Studies
- CHASS: College of Humanities and Social Sciences
- CSM: College of Science and Mathematics
- HSB: Hasan School of Business

## VI. FACULTY WORKLOAD

The chart below is an update from material submitted for prior Board of Governors meetings. Data are obtained from the Integrated Postsecondary Education Data System (IPEDS).

CSU-Pueblo Faculty Workload

	2014*		2015*		2016*		2017*		2018*	
	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median	CSU-Pueblo	Peer Median
IPEDS UG Student Faculty Ratio	16	17	16	16.5	16	17.5	14	16	14	17
UG FTE/IPEDS Instructional Faculty	33.82	24.80	30.81	23.41	30.74	22.99	25.70	23.20	24.49	24.02
UG Degrees/IPEDS Instructional Faculty	6.85	5.35	6.05	5.60	5.22	5.62	5.03	5.83	NA	NA
GR FTE/IPEDS Instructional Faculty	7.14	3.22	8.65	3.23	9.23	3.22	6.28	3.79	14.41	2.86
GR Degrees/ IPEDS Instructional Faculty	0.81	1.30	0.74	1.17	0.58	1.22	0.92	1.29	NA	NA
Research Exp./IPEDS Instructional Faculty	<b>11,072</b>	2,624	<b>8,528</b>	3,479	<b>21,345</b>	4,355	<b>34,201</b>	4,221	NA	NA

Source: All variables are directly from IPEDS.

"Peers" are from peer set approved December 2011; see section VII for details.

\*-Each year refers to students & faculty in fall of that year; degrees awarded and research expended are for the fiscal year that includes fall of that year.

### Operational Definitions:

**IPEDS UG Student Faculty Ratio:** Self-reported to IPEDS; essentially it's (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (full-time faculty + 1/3rd part-time faculty).

**UG FTE/IPEDS Instructional Faculty:** Computed as (full-time undergraduate students + 1/3rd of part-time undergraduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

**UG Degrees/IPEDS Instructional Faculty:** Computed as (undergraduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

**GR FTE/IPEDS Instructional Faculty:** Computed as (full-time graduate students + 1/3rd of part-time graduate students) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

**GR Degrees/IPEDS Instructional Faculty:** Computed as (graduate degrees conferred) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty), using master's degrees only.

**Research Exp./Instructional Faculty:** Computed as (IPEDS reported annual research expenditures) DIVIDED BY (IPEDS reported instructional [tenured and tenure-track, FT+PT/3] faculty)

Data indicate that CSU Pueblo has a student to faculty ratio that has been decreasing over time and is smaller than that of its peers. The second and fourth rows of the table indicate that, on average, CSU-Pueblo tenured and tenure-track faculty have more students than the median of the peer set. However, it has been trending that the ratio of undergraduate and graduate degrees awarded per (tenured and tenure-track) faculty member is below the peer media. Research expenditures have increased largely due to the Institute of Cannabis Research.

## VII. FACULTY COMPENSATION COMPARISONS

The most recent peer set was determined at the December 2011 Board of Governors meeting and is listed below. Faculty salaries relative to this peer set, as obtained IPEDS, are summarized in the table on the next page.

The table on the following page shows that CSU-Pueblo faculty salaries are below the peer averages for each rank. On average, in the academic year 2018-19, CSU Pueblo professors earned \$11,817 less than their peers, associate professors earned \$13,645 less, and assistant professors earned \$9,636 less. This trend has been consistent for each of the past three academic years shown in the table. The disparity with peers persists despite targeted equity adjustments and university-wide cost of living adjustments in recent years.

The peer set, approved by the CSU System Board in December 2011, is:

- Augusta State University
- California State University-Stanislaus
- Emporia State University
- Midwestern State University
- Missouri Western State University
- The University of Tennessee-Martin
- The University of Texas at Tyler
- University of Colorado-Colorado Springs
- University of Michigan-Flint
- University of South Carolina-Upstate
- Washburn University

As noted in the table, Augusta State University no longer exists, having merged with Georgia Health Sciences University and forming Georgia Regents University by fall 2013. The current university includes both a dental and a medical school.

## Faculty Salaries - Board of Governors Peer Group

Institution	AY 2018-2019						AY 2017-2018						AY 2016-2017					
	Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary	#	average salary
Augusta State University*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
California State University-Stanislaus	129	105,663	45	93,211	87	79,206	125	103,801	48	87,884	80	76,674	119	98,941	46	85,136	80	73,232
Colorado State University-Pueblo	43	84,146	45	64,424	52	59,056	42	83,287	47	63,160	58	56,820	44	80,109	45	61,101	52	53,992
Emporia State University	71	73,463	61	65,494	76	62,123	73	73,547	57	65,371	81	61,627	71	73,024	69	63,318	69	62,098
Midwestern State University	40	93,389	75	78,561	89	66,976	40	91,756	76	77,190	96	65,767	40	92,308	70	76,861	100	64,572
Missouri Western State University	46	75,157	48	63,760	88	56,735	43	76,785	51	62,813	92	55,562	45	76,700	56	64,373	86	55,219
The University of Tennessee-Martin	85	83,357	72	71,539	49	64,607	79	81,697	78	69,475	53	63,241	77	81,056	72	68,555	60	60,748
The University of Texas at Tyler	57	99,043	82	86,917	75	70,068	61	983,44	79	83,729	86	69,828	53	97,988	70	80,666	97	71,934
University of Colorado-Colorado Springs	79	113,084	82	87,627	99	74,616	82	107,791	81	86,019	95	74,661	79	106,270	73	84,501	77	75,348
University of Michigan-Flint	48	118,517	85	85,613	84	82,715	43	117,733	88	84,813	93	80,418	42	117,581	78	81,769	97	78,195
University of South Carolina-Upstate	37	81,401	58	67,312	59	62,057	43	83,731	57	66,150	56	60,065	35	75,997	58	64,176	67	59,434
Washburn University	73	101,516	53	71,269	68	61,541	78	95,808	51	71,769	69	61,127	85	93,522	50	70,036	69	60,442
Averages of peers	66.5	95,963	66.1	78,009	77.4	68,692	66.7	94,069	66.6	76,441	80.1	67,492	64.6	92,075	64.2	74,180	80.2	66,722
<b>CSU-Pueblo as % of peer average</b>		<b>87.7%</b>		<b>82.6%</b>		<b>86.0%</b>		<b>88.5%</b>		<b>82.6%</b>		<b>84.2%</b>		<b>87.0%</b>		<b>82.4%</b>		<b>80.9%</b>
CSU-Pueblo as % of peer median		88.8%		84.8%		88.1%		86.2%		83.2%		85.2%		88.2%		82.7%		86.2%

Note-IPEDS salaries include faculty on 9, 10, 11, or 12-month contracts. Our peers are predominately on 9-month contracts. Average salaries of peers are weighted by # of faculty.

\*-Augusta State University no longer exists, having merged with Georgia Health Sciences University to form Georgia Regents University.

## VIII. FACULTY DEMOGRAPHICS

The ten most recent years of faculty rank and demographic data are summarized in the table below. The number of tenured and tenure-track faculty has ranged from 120 in 2014-15 to 149 in 2011-12. Since the 2014-15 low, there has been a small increase in tenure and tenure-track faculty. The total full-time faculty has a more restricted range, from 180 in 2014-15 to 199 in 2013-14.

Full-time faculty by rank, gender, and ethnicity

Academic Year	Professor	Associate Professor	Assistant Professor	Total Tenured/T T	Total Full Time *	Men	Women	Minority
2018-2019	45	45	43	133	184	99	85	37
2017-2018	45	47	41	133	196	104	92	40
2016-2017	47	45	32	124	182	95	87	40
2015-2016	45	53	27	125	181	97	84	42
2014-2015	44	51	25	120	180	99	81	39
2013-2014	45	55	36	136	199	110	89	41
2012-2013	46	47	51	144	195	106	89	40
2011-2012	49	42	58	149	190	102	88	38
2010-2011	48	39	59	146	193	99	94	34
2009-2010	47	44	54	145	192	100	92	36

\*-includes visiting faculty and lecturers

The percentage of full-time female faculty has fluctuated over the past ten years but has been within 45% to 50%. The rate of minority full-time faculty has increased over the ten years, accounting for 20% or more of the faculty since 2011-12. Also, the table below provides further depth to the data, with a breakdown by rank for tenured or tenure-track faculty. As already seen above, the growth in tenured or tenure-track faculty has been smaller than the overall growth in full-time faculty.

Tenured or tenure-track faculty by rank, gender, and ethnicity

Academic Year	Professor		Associate Professor		Assistant Professor		Total Men	Total Women	Total Minority	Total Faculty
	Men	Women	Men	Women	Men	Women				
2018-2019	31	14	26	19	20	23	77	56	28	133
2017-2018	30	15	27	20	20	21	77	56	31	133
2016-2017	31	16	25	20	14	18	70	54	31	124
2015-2016	31	14	27	26	16	11	74	51	29	125
2014-2015	30	14	25	26	16	9	71	49	30	120
2013-2014	34	11	26	29	22	14	82	54	33	136
2012-2013	35	11	22	25	27	24	84	60	35	144
2011-2012	36	13	20	22	27	31	83	66	34	149

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REPORT ITEM:

Faculty Activity Report

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU Global

Colorado State University-Global Campus has a well-defined process for recruiting, training, monitoring, and evaluating faculty. The following report describes the process and includes the results of the 2019 faculty evaluations and an overview of faculty characteristics.



## Faculty Activity Report

### Faculty Overview

CSU Global uses primarily part time faculty who are integrated into all areas of the campus including teaching, administration/leadership, programs and courses, organizational development, and student services. The Fall 2018 IPEDS data is reported below. Over the last year, CSU Global had the largest increase in the number of faculty (59) year-over-year and a significant increase of 3.5% in the percentage of faculty from under-represented minorities.

### Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses
- Additional criteria for programs under specialized accreditation
- Program Managers and Program Chairs of appropriate school work together to properly credential faculty

### Recruitment and On-boarding: 12-week Initial application and training process

- Application screening and interview with faculty recruiter and Program Chair
- FCC100 3-week Instructor Training Course
- Mentored/supervised teaching of first online course

### Team of Professionals and Peers:

- Facilitators: Onboard candidates, lead Faculty Certification Courses (FCC), assist in creating training materials
- Faculty Mentors: Full time peer Mentors who guide, assist, and align processes across programs, courses, and faculty
- Specialized Staff: Content experts in their areas
- Faculty Meetings: University-wide and individual program meetings at scheduled intervals throughout the year

### Training and Development:

- Core training to support instruction across the institution, alignment of faculty processes and instructional expectations
- Succession training and opportunities to be involved as Career Coach, Committee Membership, Content Expert, Reviewer, Lead Faculty member, and Program Chair
- Specialized training and seminars to support research-based, best practices in online teaching and professional development i.e., - Improving student retention, substantive feedback strategies, principles of adult learning, assessment and grading, engaging discussion boards
- Program specific support training and just in time webinars i.e., - adaptive technology & third-party technology, BioSig, Connect, etc.
- Faculty Development Grants program

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**Performance:**

- Peer Mentors provide guidance, support, and resources to all faculty each term reflective of CSU Global instruction and engagement expectations
- Monitored through the Faculty Management System (FMS) and peer Mentors
- Investigation and resolution of student comments, course evaluations, and complaints
- Ongoing peer faculty mentoring assessments to measure knowledge of expectations and policy

**Compensation**

- Teaching Assignments undergraduate: For faculty with a terminal degree, compensation starts at \$350 for the first student and reaches a maximum of \$3,500 for 26 students
- Teaching Assignments graduate: Compensation starts at \$375 for the first student to \$3,044 for 18 students
- Content Development and Course Editing: Varies based on assignment up to \$3,400 for a new course
- Non-Instructional Service e.g. Committee and Task Force service, data and program reviews et. al.: Varies based on type and amount of work
- Grant and Professional Development Stipends: Varies based on grant application and type of professional development

**Non-Instruction Opportunities**

- Faculty training seminars and courses
- Peer Mentors
- Course Development
- Course Review and Editing
- Committee and Task Force Leadership and Participation
- Data Analysis for Process Improvement
- Department Input for Content and Process Improvement (e.g. students services and resources, career center, surveys, etc.)
- Work that needs 360 input, strategy development, and faculty-related matters
- Professional development funding

**Annual Faculty Satisfaction Survey, April 2019 (includes strongly agree and agree)**

- 98% of faculty satisfied in CSU Global's Mission achievement to date
- 96% indicate that the new learning management system (Canvas) is effective
- 96% report that information received from their Program Chair is helpful
- 98% of faculty indicate that their individual contributions aid in achieving the CSU Global Mission
- 94% strongly agree/agree that they are a valued member of the CSU Global community
- 96% report that overall, they are satisfied with CSU Global

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**Student Evaluations of Faculty**

This academic year (2018-2019), the average faculty rating by students was a 3.5 out of a 4.0 scale with:

- 89.05% of students overall satisfied with the course instructor
- 92.19% of students agreeing the instructor actively facilitates meaningful discourse in the discussion forum
- 91.49% of students agreeing the instructor shares relevant field or scholarly information that increases understanding of the course material
- 89.78% of students reporting instructors provide detailed and personalized feedback on course assignments
- 89.77% of students reporting instructor supports my learning of the course material in an engaging manner.

### Faculty Counts as Reported to IPEDS

	Fall2018	Fall2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
<b>Total Faculty</b>	<b>556</b>	<b>497</b>	<b>454</b>	<b>446</b>	<b>429</b>	<b>395</b>
Accounting	10%	9%	10%	9%	8%	9%
Applied Social Sciences	(1)	2%	5%	4%	4%	4%
Communications	(2)	3%	3%	4%	4%	6%
Criminal Justice	5%	5%	4%	5%	6%	5%
Emergency Management/Homeland Security	(3)	-	2%	1%	2%	2%
Finance	3%	3%	2%	2%	2%	2%
General Education	18%	15%	13%	15%	14%	14%
Healthcare Management	8%	8%	7%	7%	6%	7%
Human Resource Management	5%	5%	3%	2%	2%	-
Human Services	5%	2%	2%	1%	1%	1%
Information Systems Management	(4) 3%	2%	2%	2%	2%	-
Information Technology	8%	9%	8%	8%	8%	8%
Management	12%	13%	13%	15%	15%	16%
Marketing	3%	3%	4%	4%	4%	4%
Organizational Leadership	11%	11%	12%	13%	13%	13%
Project Management	6%	5%	4%	3%	4%	3%
Public Management	(5)	1%	1%	1%	1%	1%
Teaching and Learning	4%	4%	5%	4%	-	-

Faculty counts above are those reported to IPEDS and are based upon November 1 of the given year. (1) included in Human Services, (2) included in General Education, (3) included in Criminal Justice, (4) included in Management Information Systems, (5) included in Human Services.

Faculty Demographics - Fall 2018			
Race/Ethnicity	Gender – Male	Gender— Female	Overall %
Latino/Hispanic	19	11	5.4%
Asian	10	2	2.1%
American Indian/Native Alaskan	3	1	0.7%
Black or African American	40	41	14.6%
Hawaiian/Other Pacific Islander	11	4	2.7%
Two or More Races	4	0	0.7%
White	216	165	68.5%
Unknown	19	10	5.2%
<b>Total Adjunct Faculty</b>	<b>322</b>	<b>234</b>	<b>556</b>

Data above are those data reported to IPEDS and include faculty counts through November 1, 2018. Current percentage of Racial/Ethnic minorities (without including unknown category) is 26.9%.

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<b>Faculty Work Load AY 2019</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	19,692	55	358
<b>Criminal Justice</b>	8,667	37	372
<b>Finance</b>	6,621	20	331
<b>General Education</b>	39,277	124	651
<b>Healthcare Management</b>	20,379	61	334
<b>Human Resource Management</b>	18,450	47	393
<b>Human Services</b>	7,650	39	196
<b>Information Technology</b>	20,145	78	646
<b>Management</b>	35,622	186	476
<b>Management Information Systems</b>	6,297	35	216
<b>Marketing</b>	4,671	21	222
<b>Organizational Leadership</b>	32,773	98	334
<b>Project Management</b>	13,923	47	441
<b>Teaching and Learning</b>	5,244	40	246
<b>Grand Total</b>	<b>239,411</b>	<b>888</b>	<b>373</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2018.*

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<b>Faculty Work Load AY 2018</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	25,266	55	<b>459</b>
<b>Applied Social Sciences</b>	4,614	9	<b>513</b>
<b>Communications</b>	8,049	24	<b>335</b>
<b>Criminal Justice</b>	8,859	31	<b>286</b>
<b>Finance</b>	7,314	16	<b>457</b>
<b>General Education</b>	35,266	82	<b>430</b>
<b>Healthcare Management</b>	20,817	48	<b>434</b>
<b>Human Resource Management</b>	13,116	28	<b>468</b>
<b>Human Services</b>	5,085	15	<b>339</b>
<b>Information Systems Management</b>	7,272	16	<b>455</b>
<b>Information Technology</b>	21,891	49	<b>447</b>
<b>International Management</b>	1,632	5	<b>326</b>
<b>Management</b>	28,845	68	<b>424</b>
<b>Marketing</b>	7,995	18	<b>444</b>
<b>Organizational Leadership</b>	28,504	61	<b>467</b>
<b>Project Management</b>	12,824	24	<b>534</b>
<b>Public Management</b>	2,025	4	<b>506</b>
<b>Teaching and Learning</b>	6,933	24	<b>289</b>
<b>Grand Total</b>	<b>245,575</b>	<b>577</b>	<b>423</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2017.*

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<b>Faculty Work Load AY 2017</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	26,907	47	572
<b>Applied Social Sciences</b>	10,659	20	533
<b>Communications</b>	6,372	16	398
<b>Criminal Justice</b>	8,653	22	393
<b>Emergency Management</b>	2,803	7	400
<b>Finance</b>	5,670	13	436
<b>General Education</b>	28,850	64	436
<b>Healthcare Management</b>	19,080	41	465
<b>Human Resource Management</b>	10,078	23	438
<b>Human Services</b>	5,316	11	483
<b>Information Systems Management</b>	5,871	10	587
<b>Information Technology</b>	19,779	47	421
<b>International Management</b>	1,128	4	282
<b>Management</b>	28,101	63	446
<b>Marketing</b>	9,396	17	553
<b>Operations Management</b>	2,847	6	475
<b>Organizational Leadership</b>	27,692	55	503
<b>Project Management</b>	8,643	19	455
<b>Public Management</b>	2,517	4	629
<b>Teaching and Learning</b>	6,867	25	275
<b>Grand Total</b>	<b>237,229</b>	<b>514</b>	<b>462</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2016.*

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<b>Faculty Work Load AY 2016</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	24,585	45	546
<b>Applied Social Sciences</b>	10,395	21	495
<b>Communications</b>	6,438	17	379
<b>Criminal Justice</b>	7,066	21	336
<b>Emergency Management</b>	2,722	8	340
<b>Finance</b>	5,388	9	599
<b>General Education</b>	25,421	65	391
<b>Healthcare Management</b>	16,752	35	479
<b>Human Resource Management</b>	6,379	15	425
<b>Human Services</b>	3,009	7	430
<b>Information Systems Management</b>	6,015	10	602
<b>Information Technology</b>	15,690	38	413
<b>International Management</b>	759	2	380
<b>Management</b>	27,779	60	463
<b>Marketing</b>	8,685	18	483
<b>Operations Management</b>	2,895	8	362
<b>Organizational Leadership</b>	25,186	59	427
<b>Project Management</b>	7,836	17	461
<b>Public Management</b>	2,415	4	604
<b>Teaching and Learning</b>	5,801	23	252
<b>Grand Total</b>	<b>211,216</b>	<b>482</b>	<b>438</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2015.*



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<b>Faculty Work Load AY 2015</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	20,085	39	515
<b>Applied Social Sciences</b>	7,893	17	464
<b>Communications</b>	5,838	16	365
<b>Criminal Justice</b>	5,753	22	262
<b>Emergency Management</b>	3,078	8	385
<b>Finance</b>	3,999	8	500
<b>General Education</b>	23,743	62	383
<b>Healthcare Management</b>	14,136	32	442
<b>Human Resource Management</b>	3,805	9	423
<b>Human Services</b>	1,830	6	305
<b>Information Systems Management</b>	3,945	8	493
<b>Information Technology</b>	13,929	37	376
<b>International Management</b>	489	2	245
<b>Management</b>	24,171	63	384
<b>Marketing</b>	7,224	17	425
<b>Operations Management</b>	3,162	6	527
<b>Organizational Leadership</b>	21,166	60	353
<b>Project Management</b>	5,649	14	404
<b>Public Management</b>	2,172	6	362
<b>Teaching and Learning</b>	5,499	20	275
<b>Grand Total</b>	<b>177,566</b>	<b>452</b>	<b>393</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2014.*

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<b>Faculty Work Load AY 2014</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	13,680	32	428
<b>Applied Social Sciences</b>	6,981	18	388
<b>Business Management</b>	12,768	37	345
<b>Communications</b>	4,719	16	295
<b>Criminal Justice</b>	4,848	18	269
<b>Emergency Management</b>	1,221	4	305
<b>Finance</b>	2,922	9	325
<b>General Studies</b>	24,319	96	253
<b>Healthcare Management</b>	9,236	22	420
<b>Human Resources</b>	2,095	8	262
<b>Information Technology</b>	12,633	32	395
<b>International Management</b>	417	2	209
<b>Management</b>	11,596	32	362
<b>Marketing</b>	6,546	15	436
<b>Operations</b>	2,115	6	353
<b>Organizational Leadership</b>	16,087	45	357
<b>Project Management</b>	3,687	11	335
<b>Public Management</b>	2,163	5	443
<b>Teaching and Learning</b>	4,695	19	247
<b>Total</b>	<b>142,728</b>	<b>427</b>	<b>334</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2013.*

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<b>Faculty Work Load AY 2013</b>			
<b>Program</b>	<b>Credit Hours</b>	<b>Faculty Count</b>	<b>Credit Hours per Faculty</b>
<b>Accounting</b>	9,024	33	273
<b>Applied Social Sciences</b>	8,268	19	435
<b>Communications</b>	5,703	24	238
<b>Criminal Justice</b>	4,080	17	240
<b>General Studies</b>	16,999	67	254
<b>Healthcare Management</b>	4,845	24	202
<b>Information Technology</b>	8,754	28	313
<b>Management</b>	22,286	59	378
<b>Organizational Leadership</b>	16,087	45	357
<b>Project Management</b>	3,687	11	335
<b>Public Management</b>	2,163	5	433
<b>Teaching and Learning</b>	4,695	19	247
<b>Total</b>	<b>105,804</b>	<b>353</b>	<b>300</b>

*Data above reflect all faculty who taught at any point during the academic year, and include new faculty hired after the IPEDS report date of November 1, 2012.*

CSU: Promotion and Tenure Report

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In May 1995, the State Board of Agriculture delegated authority and responsibility for tenure and promotion decisions to the President of Colorado State University.

Promotion and tenure are among the most important decisions a University makes. Typically, a new assistant professor is hired on a tenure-track appointment. The process begins with an extremely rigorous international search process at the time the candidate is hired. Over the span of the next six years, candidates will turn in detailed annual self-evaluations and receive an annual evaluation from their department chairs. After three years, they will have a comprehensive mid-point review overseen by their department's promotion and tenure committee. Candidates not meeting university, college and departmental standards along this six-year path and who do not correct their course, rarely remain at the university long enough to apply for promotion and tenure. When candidates apply for promotion and tenure, they submit an intricately detailed self-evaluation of their scholarship, teaching portfolio, and summary of service to the department, college, university, professional discipline, and our society. This evaluation is reviewed by five to seven qualified neutral external reviewers at comparable universities. These external evaluations combine with the self-evaluation and the five-year body of work to form the basis of review. The review occurs at five levels, starting with the departmental promotion and tenure committee, the department chair, the dean, the provost, and concluding with the president. Significant negative external letters, split votes, divergence of opinion between previous reviewers, or otherwise borderline cases are brought to the full Council of Deans to help inform the Provost. Such cases are always individually reviewed with the President.

Decisions for promoting associate professors to the rank of professor, promotions for non-tenure-track faculty members, and post-tenure reviews follow similarly rigorous procedures. We have made a number of major revisions to the processes and expectations for promotion of non-tenure-track faculty in the past year, and all departments and colleges now have written expectations in their codes for the various ranks available to non-tenure-track faculty. Since those are now in place, starting in the coming year we will be working carefully with the faculty and the administration of the departments and colleges to implement appropriate promotions pathways and professional development expectations for non-tenure-track faculty in the coming year.

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

**COLORADO STATE UNIVERSITY**  
**RECOMMENDATIONS FOR ADVANCEMENT IN RANK AND TENURE**  
 (Tenure is awarded on a 9-month basis)  
 Effective July 1, 2019

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
<b>College of Agricultural Sciences</b>		
Alan Andales	Soil and Crop Sciences	Promote to Professor
Shawn Archibeque	Animal Sciences	Promote to Professor
Franck Dayan	Bioagricultural Sciences and Pest Management	Grant tenure
Steven Fonte	Soil and Crop Sciences	Grant tenure and promote to Associate Professor
Todd Gaines	Bioagricultural Sciences and Pest Management	Grant tenure and promote to Associate Professor
Jim Ippolito	Soil and Crop Sciences	Grant tenure
Courtney Jahn	Bioagricultural Sciences and Pest Management	Grant tenure and promote to Associate Professor
Dale Manning	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Michael Martin	Agricultural and Resource Economics	Grant tenure and promote to Associate Professor
Jessica Prenni	Horticulture and Landscape Architecture	Grant tenure
Meagan Schipanski	Soil and Crop Sciences	Grant tenure and promote to Associate Professor
<b>College of Business</b>		
Chris Henle	Management	Promote to Professor
John MacDonald	Management	Grant tenure and promote to Associate Professor

Board of Governors of the Colorado State University System

Meeting Date: August 9, 2019

Report Item

<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Kelly Martin	Marketing	Promote to Professor
Travis Maynard	Management	Promote to Professor
Thomas Vance	Accounting	Grant tenure and promote to Associate Professor
<b>College of Engineering</b>		
Travis Bailey	Chemical and Biological Engineering	Promote to Professor
Ryan Bailey	Civil and Environmental Engineering	Grant tenure and promote to Associate Professor
Todd Bandhauer	Mechanical Engineering	Grant tenure and promote to Associate Professor
Thomas Bradley	Mechanical Engineering	Promote to Professor
Emily Fischer	Atmospheric Sciences	Grant tenure and promote to Associate Professor
Arun Kota	Mechanical Engineering	Grant tenure and promote to Associate Professor
Sudeep Pasricha	Electrical and Computer Engineering	Promote to Professor
Sid Suryanarayanan	Electrical and Computer Engineering	Promote to Professor
Chris Weinberger	Mechanical Engineering	Grant tenure and promote to Associate Professor
John Williams	Mechanical Engineering	Promote to Professor
<b>College of Health and Human Sciences</b>		
Karen Atler	Occupational Therapy	Grant tenure and promote to Associate Professor
Marisa Bunning	Food Science and Human Nutrition	Promote to Professor

## Board of Governors of the Colorado State University System

Meeting Date: August 9, 2019

Report Item

<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Leslie Cunningham-Sabo	Food Science and Human Nutrition	Promote to Professor
Jonathan Elliott	Construction Management	Grant tenure and promote to Associate Professor
Soo Kang	Food Science and Human Nutrition	Promote to Professor
Yan (Vivian) Li	Design and Merchandising	Grant tenure and promote to Associate Professor
Laura Malinin	Design and Merchandising	Grant tenure and promote to Associate Professor
Susana Munoz	School of Education	Grant tenure and promote to Associate Professor
OiYan Poon	School of Education	Grant tenure and promote to Associate Professor
Anne Williford	School of Social Work	Grant tenure
Jamie Yoder	School of Social Work	Grant tenure and promote to Associate Professor
<b>College of Liberal Arts</b>		
Ashley Anderson	Journalism and Media Communication	Grant tenure and promote to Associate Professor
Anthony Becker	English	Grant tenure and promote to Associate Professor
Jeni Cross	Sociology	Promote to Professor
Sue Doe	English	Promote to Professor
Fabiola Ehlers-Zavala	English	Promote to Professor
Ron Francois	School of Music, Theatre, and Dance	Promote to Professor

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
Katie Gibson	Communication Studies	Promote to Professor
Dawn Grapes	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Roger Hanna	School of Music, Theatre, and Dance	Grant tenure and promote to Associate Professor
Zachary Hutchins	English	Grant tenure and promote to Associate Professor
Julie Khrebtan-Horhager	Communication Studies	Grant tenure and promote to Associate Professor
Nicholas Marx	Communication Studies	Grant tenure and promote to Associate Professor
David McIvor	Political Science	Grant tenure and promote to Associate Professor
Emily Moore	Art and Art History	Grant tenure and promote to Associate Professor
Susan Opp	Political Science	Promote to Professor
Sarah Payne	History	Grant tenure and promote to Associate Professor
Anita Pena	Economics	Promote to Professor
David Riep	Art and Art History	Grant tenure and promote to Associate Professor
Ernesto Sagas	Ethnic Studies	Promote to Professor
Kenneth Shockley	Philosophy	Promote to Professor
Dustin Tucker	Philosophy	Grant tenure and promote to Associate Professor
Ramaa Vasudevan	Economics	Promote to Professor
Sammy Zahran	Economics	Promote to Professor



Board of Governors of the Colorado State University System

Meeting Date: August 9, 2019

Report Item

<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
<b>College of Natural Sciences</b>		
Jana Anderson	Statistics	Promote to Professor
Lisa Angeloni	Biology	Promote to Professor
Renzo Cavalieri	Mathematics	Promote to Professor
Karla Gingerich	Psychology	Promote to Associate Professor
Kerry MacFarland	Chemistry	Promote to Assistant Professor
Garret Miyake	Chemistry	Grant tenure and promote to Associate Professor
Taiowa Montgomery	Biology	Grant tenure and promote to Associate Professor
Rachel Mueller	Biology	Promote to Professor
James Neilson	Chemistry	Grant tenure and promote to Associate Professor
Louis-Noel Pouchet	Computer Science	Grant tenure and promote to Associate Professor
Melissa Reynolds	Chemistry	Promote to Professor
Tracy Richards	Psychology	Promote to Associate Professor
Farida Safadi-Chamberlain	Biochemistry and Molecular Biology	Promote to Associate Professor
Aaron Sholders	Biochemistry and Molecular Biology	Promote to Associate Professor
Daniel Sloan	Biology	Grant tenure and promote to Associate Professor
Patricia Somers	Chemistry	Promote to Associate Professor

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

<b><u>Faculty Member</u></b>	<b><u>Department</u></b>	<b><u>Action</u></b>
<b>College of Veterinary Medicine and Biomedical Sciences</b>		
Gregg Amberg	Biomedical Sciences	Promote to Professor
Marisa Ames	Clinical Sciences	Grant tenure and promote to Associate Professor
Anne Avery	Microbiology, Immunology, and Pathology	Promote to Professor
Tod Clapp	Biomedical Sciences	Grant tenure and promote to Associate Professor
Karen Dobos	Microbiology, Immunology, and Pathology	Grant tenure and promote to Professor
Lon Kendall	Microbiology, Immunology, and Pathology	Promote to Professor
Rushika Perera	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Jennifer Rawlinson	Clinical Sciences	Grant tenure and promote to Associate Professor
Kelly Santangelo	Microbiology, Immunology, and Pathology	Grant tenure and promote to Associate Professor
Tony Schountz	Microbiology, Immunology, and Pathology	Grant tenure
Jane Shaw	Clinical Sciences	Promote to Professor
<b>Warner College of Natural Resources</b>		
Larissa Bailey	Fish, Wildlife, and Conservation Biology	Promote to Professor
Rebecca Gruby	Human Dimensions of Natural Resources	Grant tenure and promote to Associate Professor
Kate Huyvaert	Fish, Wildlife, and Conservation Biology	Promote to Professor

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

<u>Faculty Member</u>	<u>Department</u>	<u>Action</u>
Stephanie Kampf	Ecosystem Science and Sustainability	Promote to Professor
Troy Ocheltree	Forest and Rangeland Stewardship	Grant tenure and promote to Associate Professor

**University Libraries**

Jocelyn Boice		Grant tenure and promote to Associate Professor
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**P&T Statistics**

- 95 total candidates
- 1 Assistant Professor
- 5 Associate Professor
- 45 Associate Professor with Tenure
- 36 Professor
- 1 Professor with Tenure
- 5 Tenure only
- 2 Denials

\*\*\*\*\*  
 2018: 95 total candidates  
 2017: 85 total candidates  
 2016: 75 total candidates  
 2015: 57 total candidates  
 2014: 51 total candidates  
 2013: 89 total candidates  
 2012: 80 total candidates  
 2011: 80 total candidates  
 2010: 52 total candidates  
 2009: 55 total candidates  
 2008: 67 total candidates  
 2007: 60 total candidates  
 2006: 65 total candidates  
 2005: 45 total candidates  
 \*\*\*\*\*

# Student Mental Health Update and Funding Request

Board of Governors Meeting  
August 2019

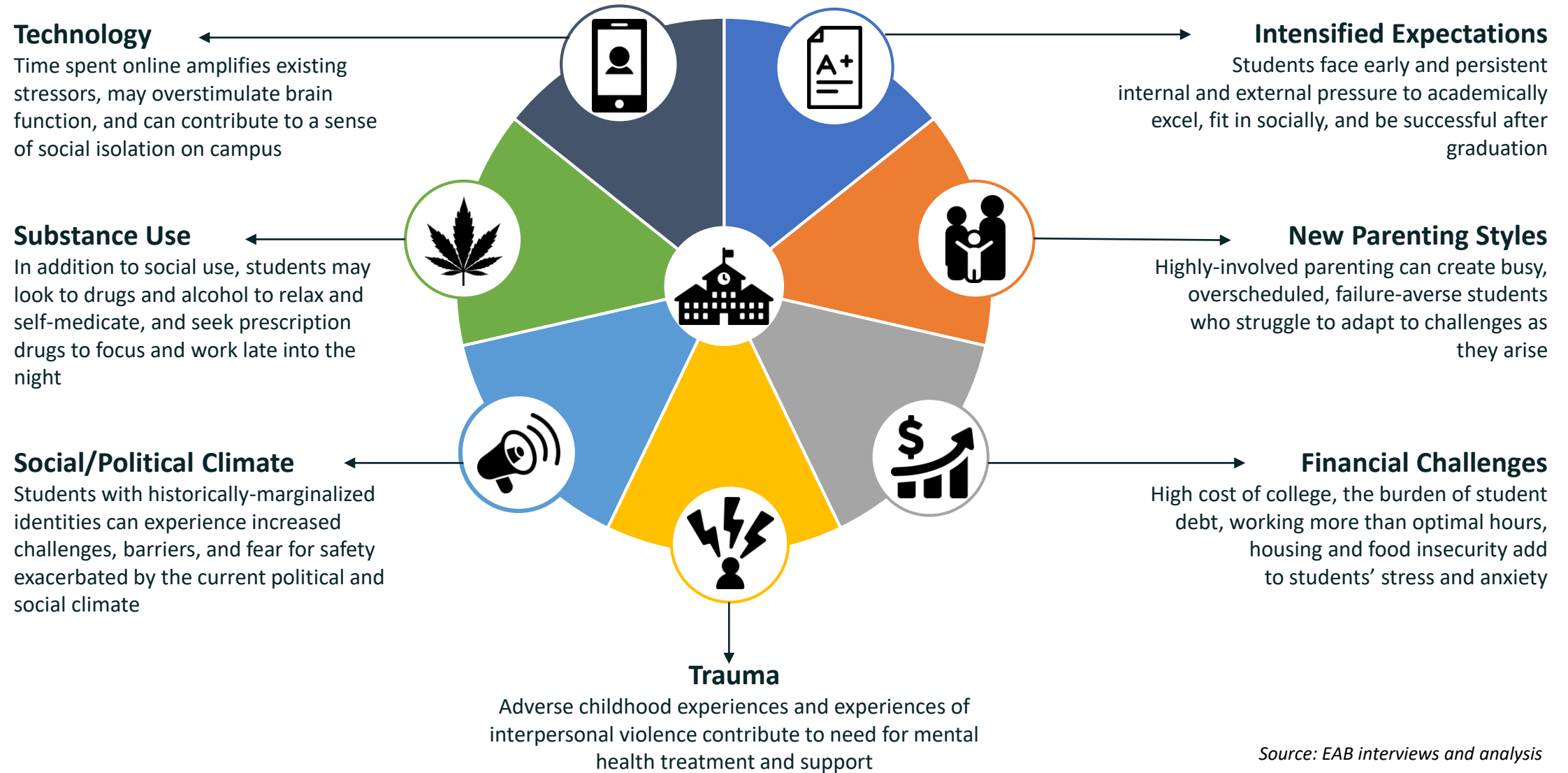


# CSU-FC Student Mental Health Update

- National trends in student mental health
- Student services utilization
- Current resource investments
- Resource gaps
- Funding request



# What is driving demand for mental health services?



Source: EAB interviews and analysis



# Rams Take Care of Rams

- CSU-FC is recognized as a national leader in innovation.
- Currently working to meet demand through collaboration with strategic use of resources.
- Units have exceeded capacity, as utilization and complex issues continue to grow.
- CSU-FC has identified mental health as a top priority.
- Moving forward will require campus-wide collaboration with new strategic partnerships.



# National College Health Assessment

CSU-FC Benchmarking 2011-2017





# Summary

National rates of self-reported student stress, anxiety, depression and suicidality are increasing.



- CSU-FC student rates are in line with national benchmarks.
- High percentages of students report mental health difficulties.
- LGBTQ students report highest levels of distress and risk (nationally and at CSU-FC).

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# Data Source

## National College Health Assessment (NCHA)

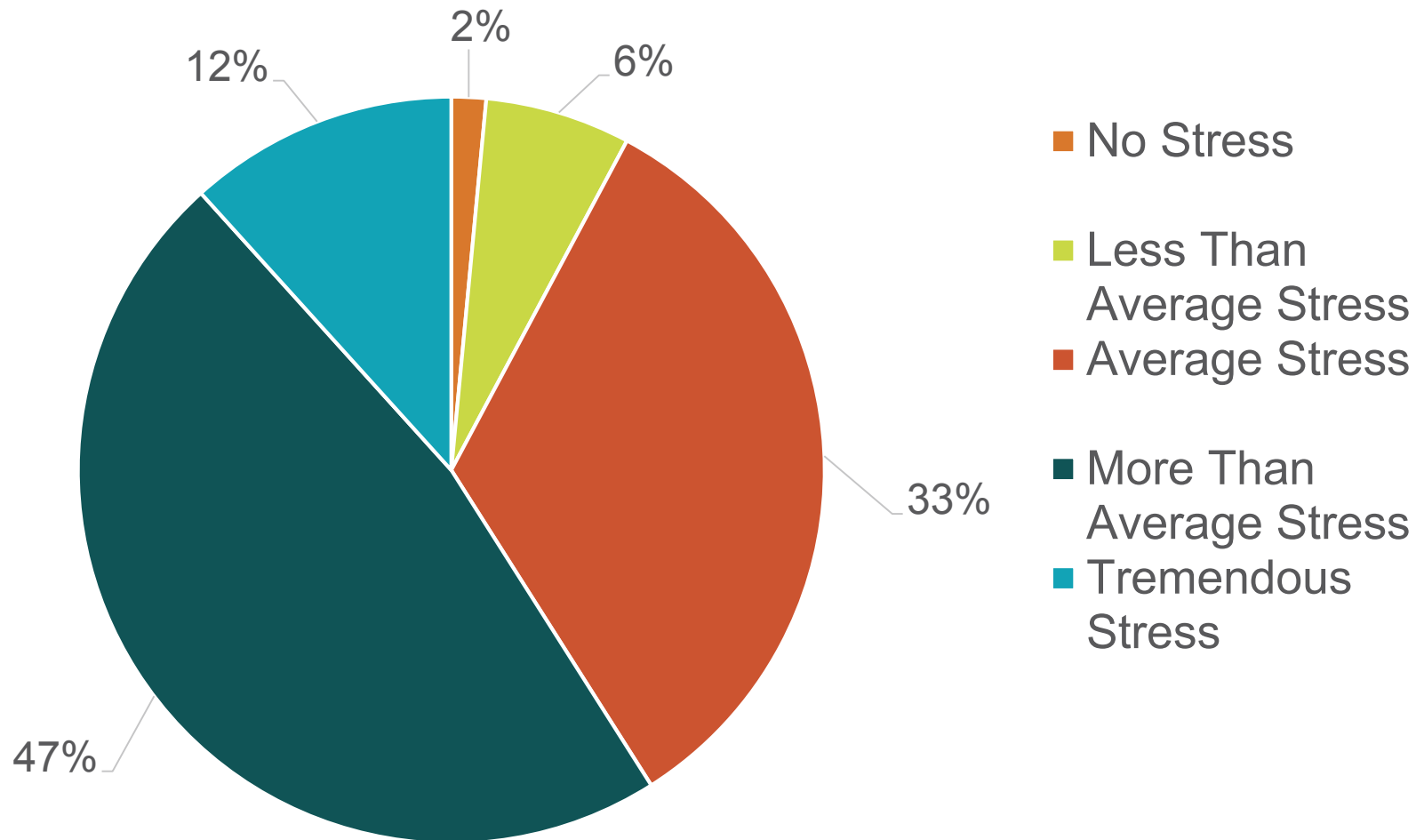
- Assesses student health behaviors, habits and perceptions
- Over 1,370,000 students at 700+ universities have taken the survey since Spring 2000
- Reliable and valid instrument
- National reference group comparison data available

## Methodology

- Electronically distributed to random sample of 6,000 students
- IRB approved
- Conducted every 2 years
- Fall 2011 (28.3% response rate), Fall 2013 (16.2%), Fall 2015 (13.8%), Fall 2017 (18%)
- Created 2017 sub-reports for CSU-FC students of color (SOC) (n=260) and LGBTQ students (including non-binary students) (n=178)



# CSU-FC Students: Levels of Stress (2017)



- The majority of CSU-FC students perceive they have more than average or tremendous stress as compared to their peers.
- This has remained relatively stable over time.

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# Negative Academic Impacts (2017)

## Top Health-Related Factors Negatively Affecting CSU-FC Students

1. Stress
2. Anxiety
3. Sleep Difficulties
4. Depression

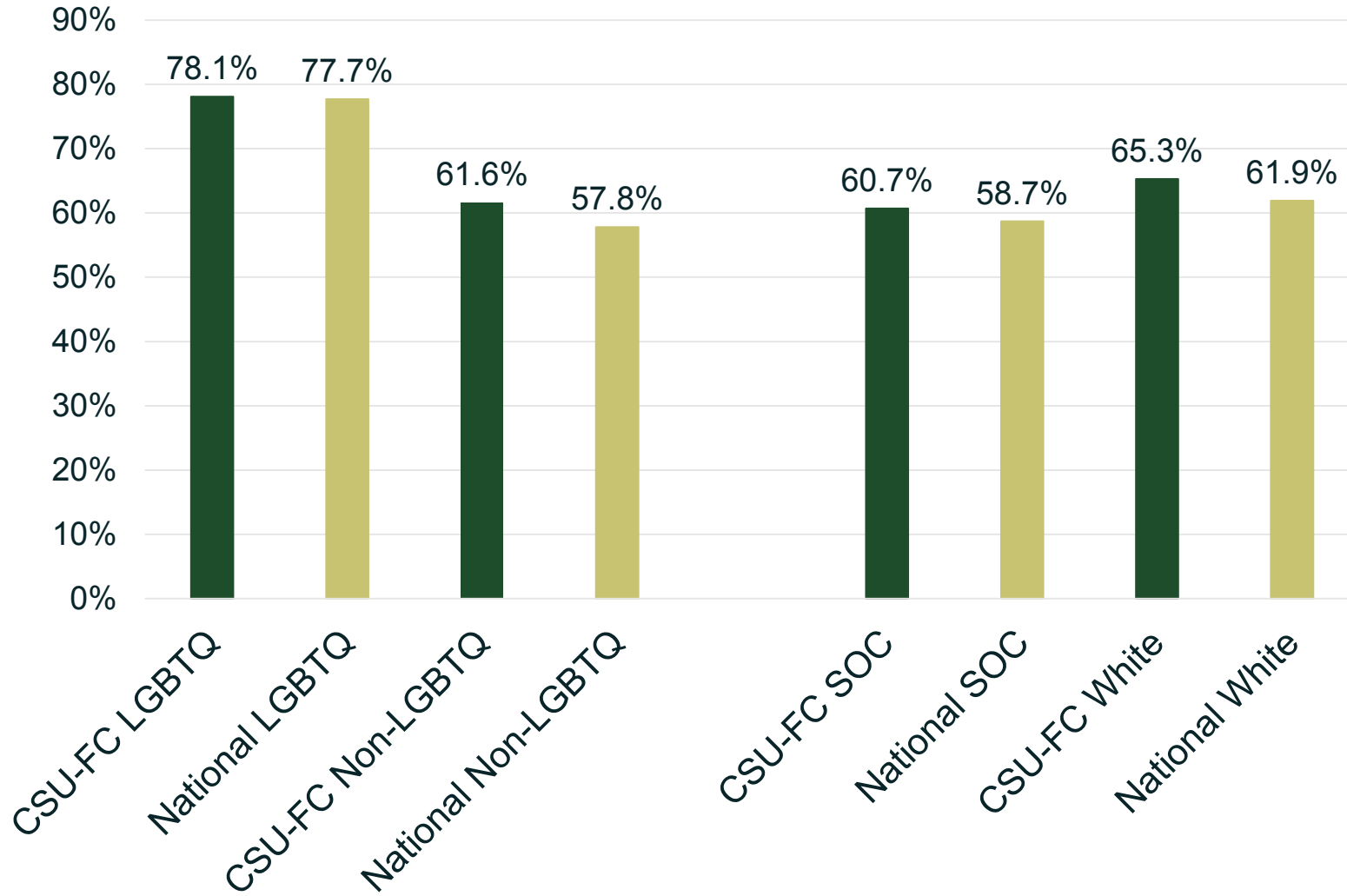
- College health is not what people often think; most common stressors are related to mental health.
- Traditional medical issues, such as cold or flu, do not appear on the list until #5 and later.
- For CSU-FC LGBTQ students, the top four factors were significantly greater than their CSU-FC peers and depression was significantly greater than National LGBTQ students.

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# Past 12 Months: Felt Overwhelming Anxiety (2017)



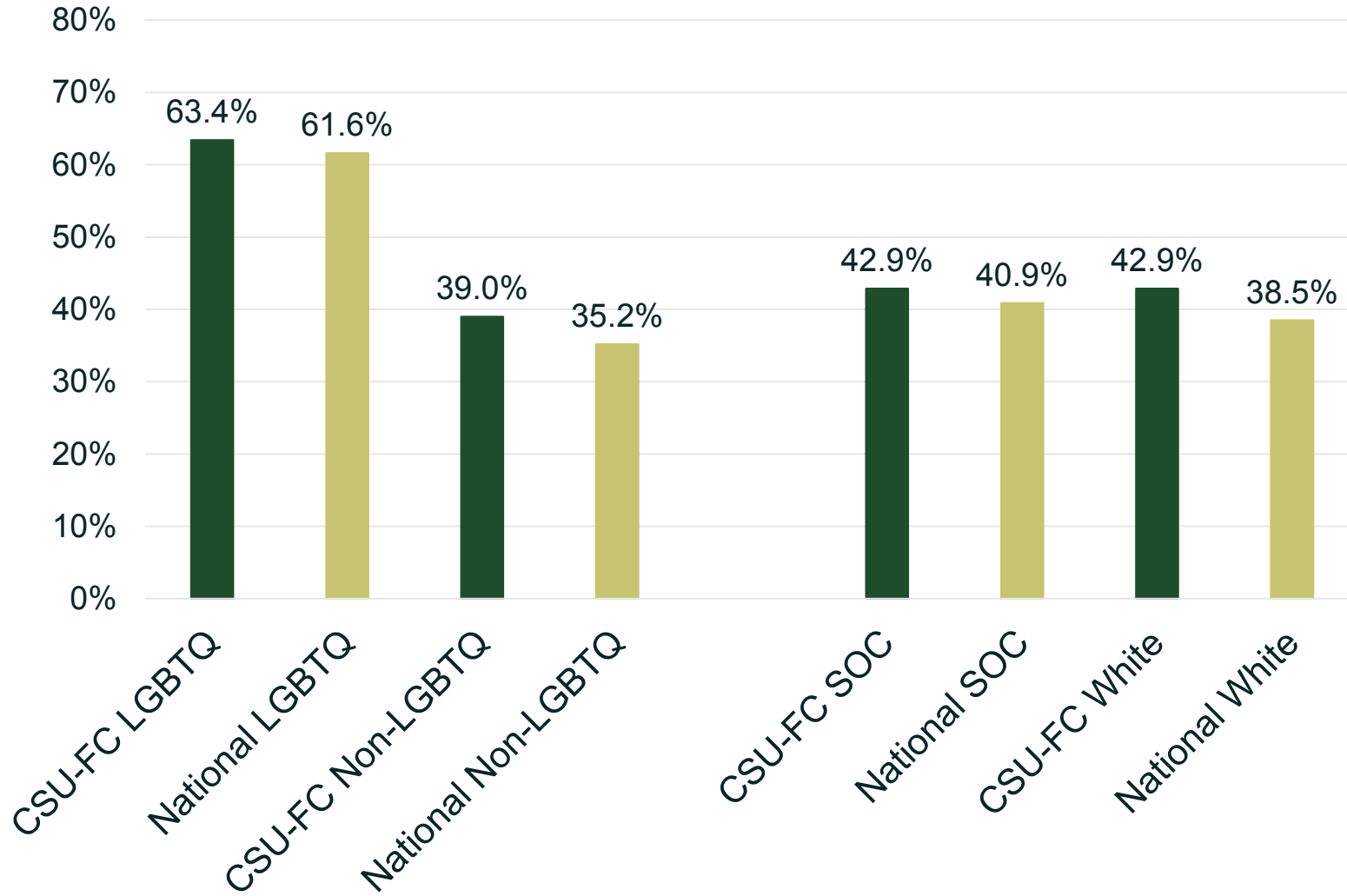
- Significant increases in anxiety for both CSU-FC male and female identified students; 50% increase for men and 30% increase for women since 2011.

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# Past 12 Months: So Depressed It Was Difficult To Function (2017)



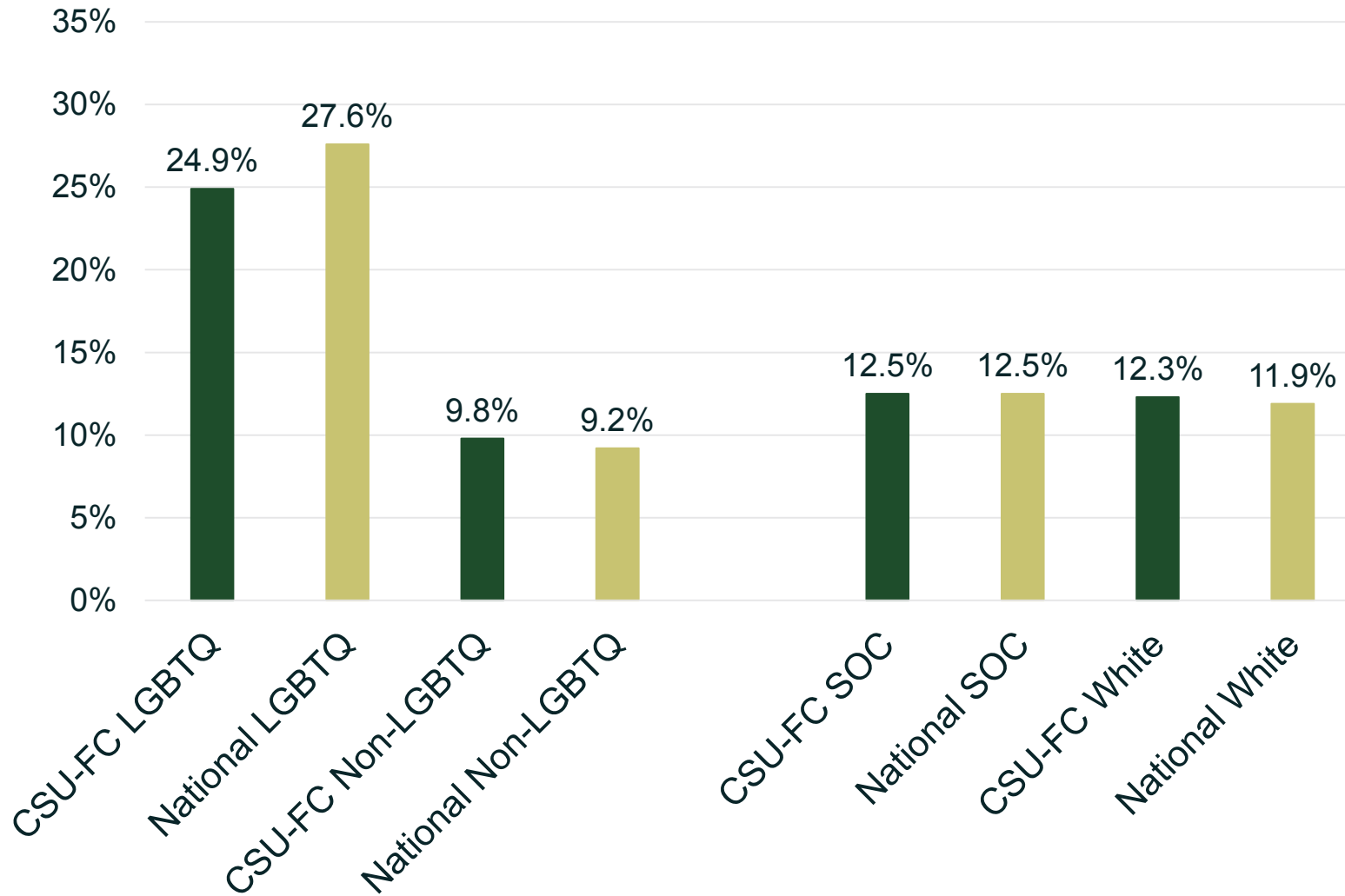
- Significant increases in rates of depression since 2011; 56% increase for CSU-FC male identified students and 45% increase for CSU-FC female identified students.

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# Past 12 Months: Seriously Considered Suicide (2017)



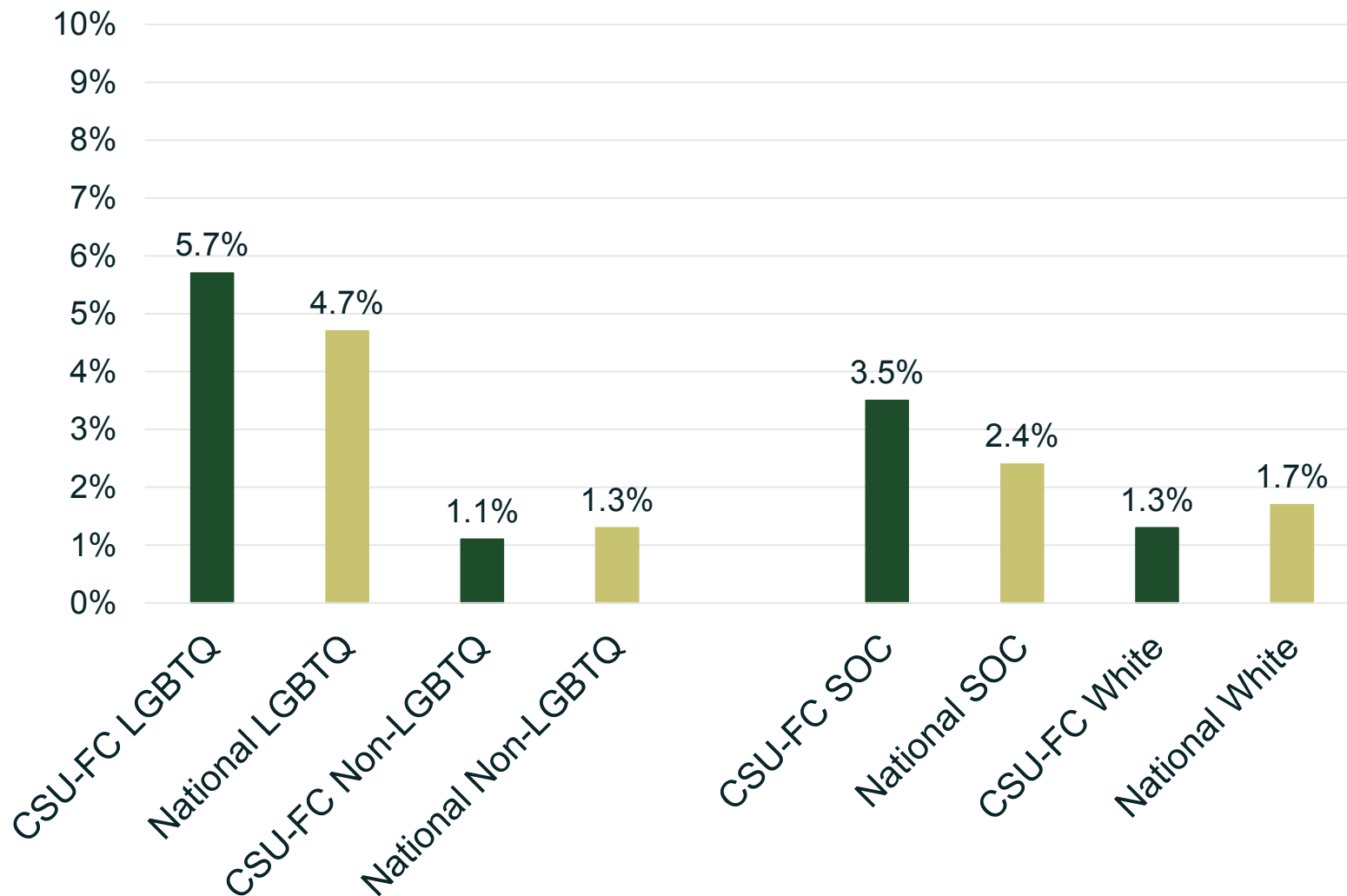
- Alarming increase in CSU-FC students who seriously considered suicide; **140% increase since 2011 for CSU-FC male-identified students.**

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# Past 12 Months: Self-Reported Attempted Suicide (2017)



- Rates of self-reported attempts by CSU-FC male-identified students increased from 1.5% in 2011 to 2.1% in 2017.
- Rates of self-reported attempts by CSU-FC female-identified students increased from 1.5% in 2011 to 2.1% in 2017.
- Increases in rates of self-reported attempts since 2011; **40% increase for CSU-FC male-identified students** and **167% increase for CSU-FC female-identified students.**

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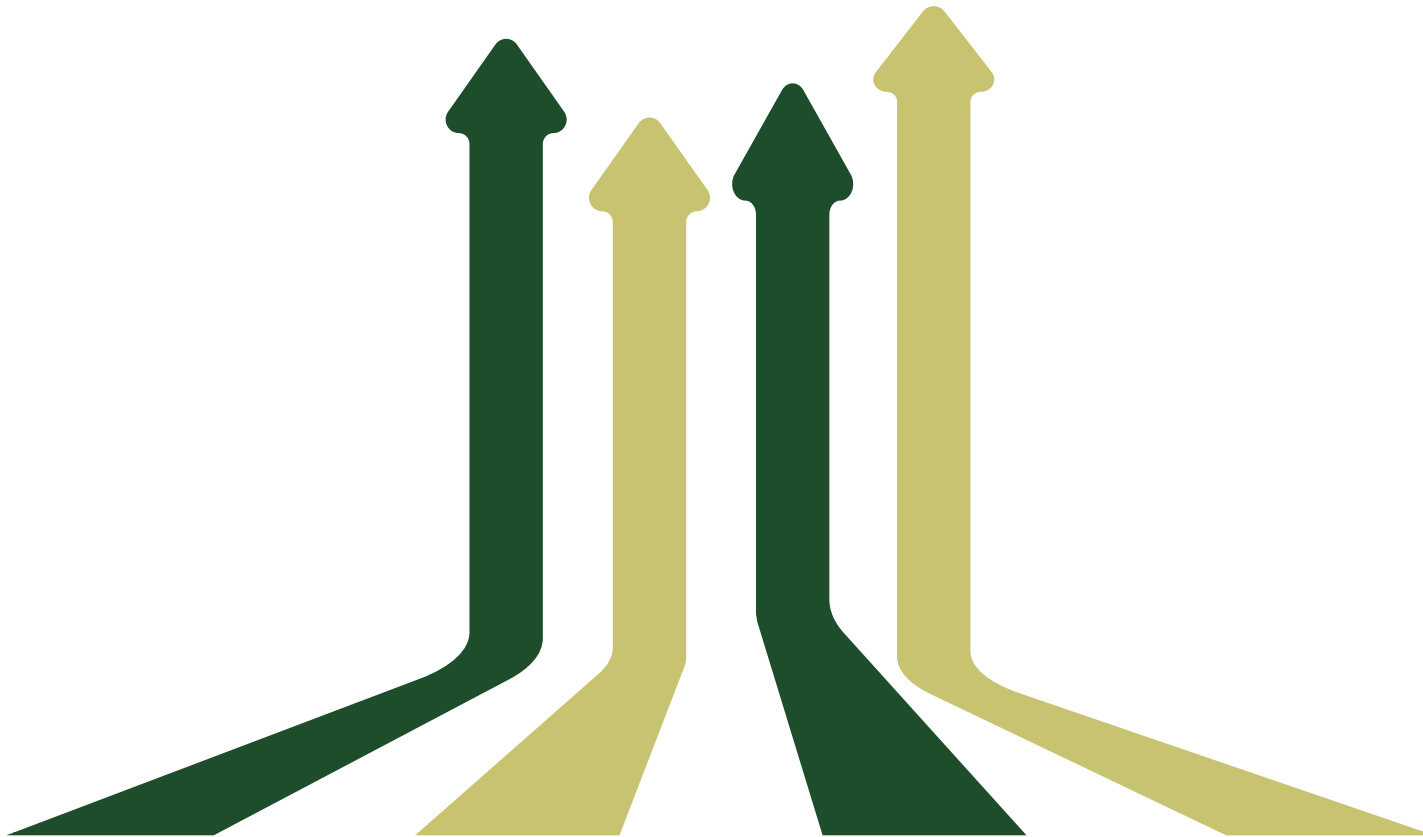


# Student Services Utilization Analysis



# Summary

Demand for CSU-FC student support services is increasing at a much higher rate than enrollment growth, and shows no signs of slowing.



## Metrics used to gauge student need:

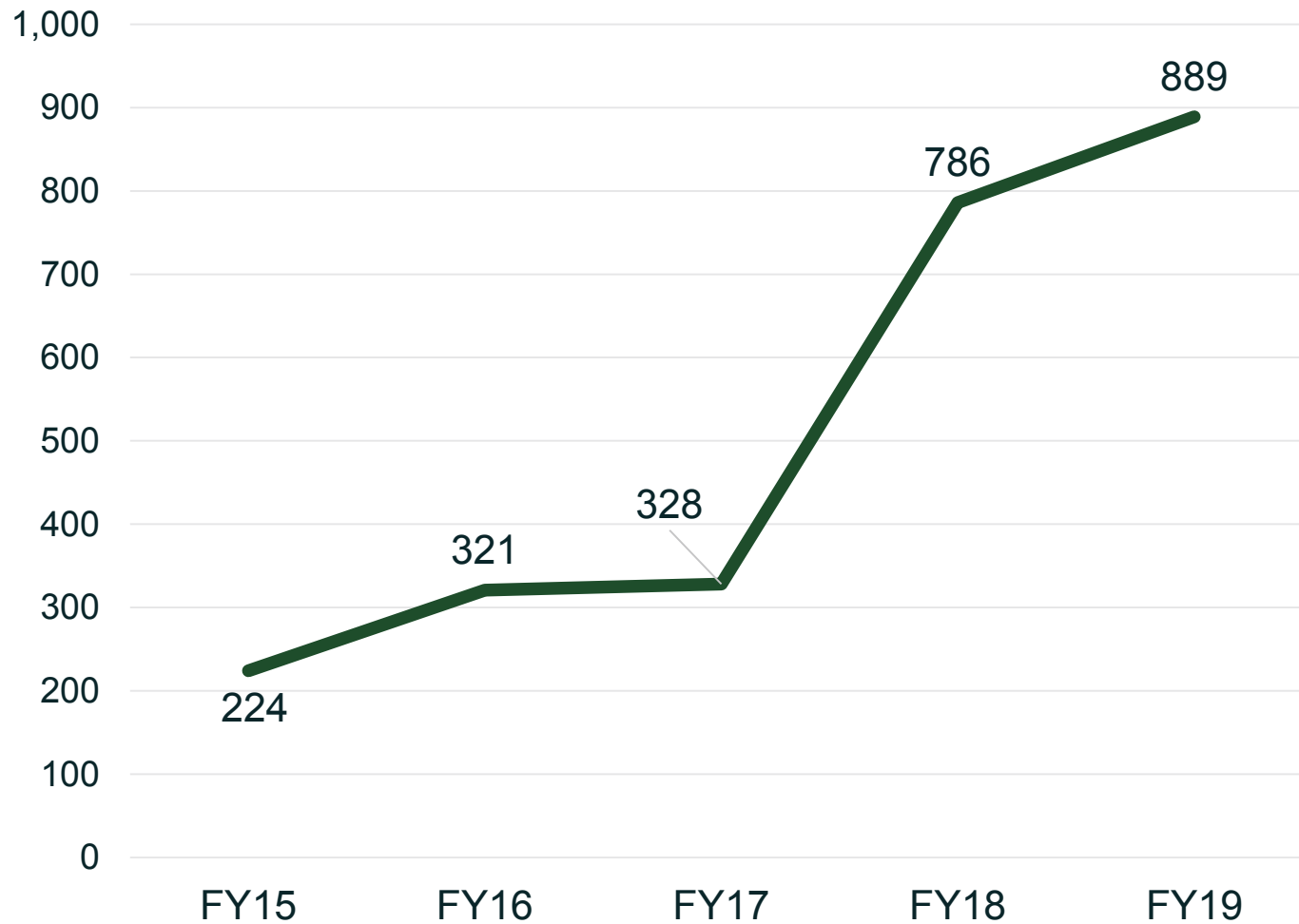
- Tell Someone reports
- Students served by CSU Health Network Counseling and Psychiatry Services
- Students served by Student Case Management
- Mental health hospitalizations
- Student suicides
- Interpersonal violence survivors served
- Title IX reports
- Parent & Family Programs contacts

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# Tell Someone Reports



- Tell Someone is a CSU-FC campus service where people can report concerns about the health, well-being, or safety of a student, faculty member, or university employee.
- Reports are used to make referrals to campus services that can develop strategies and use resources to discreetly help students and employees who may be in distress.

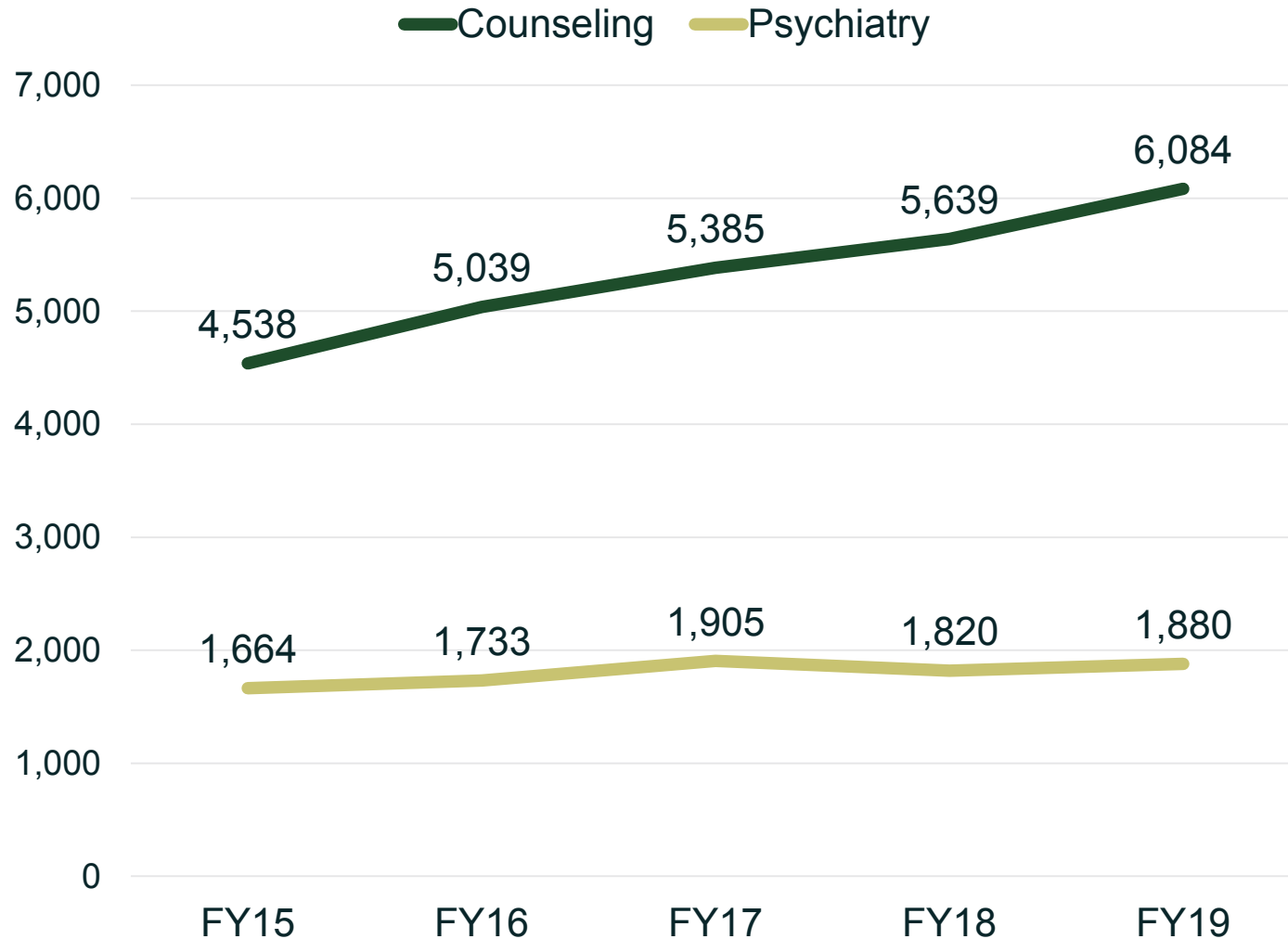
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# CSU Health Network

## Counseling & Psychiatry: Students Served



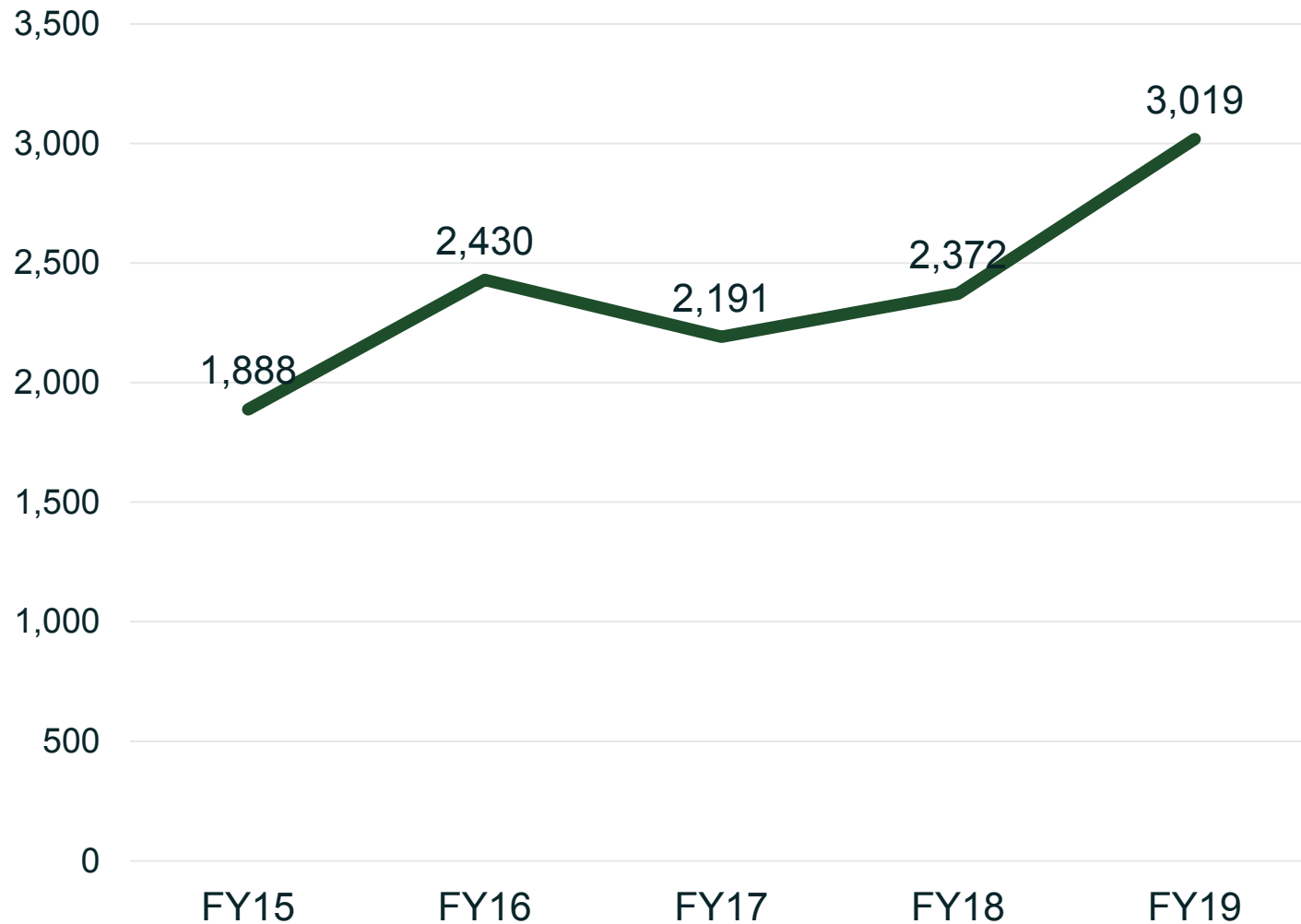
- **34% increase in students served by Counseling Services and 13% increase in students served by Psychiatry Services** from FY15 to FY19; greatly outpaced **6% growth in RI enrollment** during same time period.
- High demand for Psychiatry providers across the country; difficult to hire additional staff to meet increasing student demand.

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# Case Management: Students Served



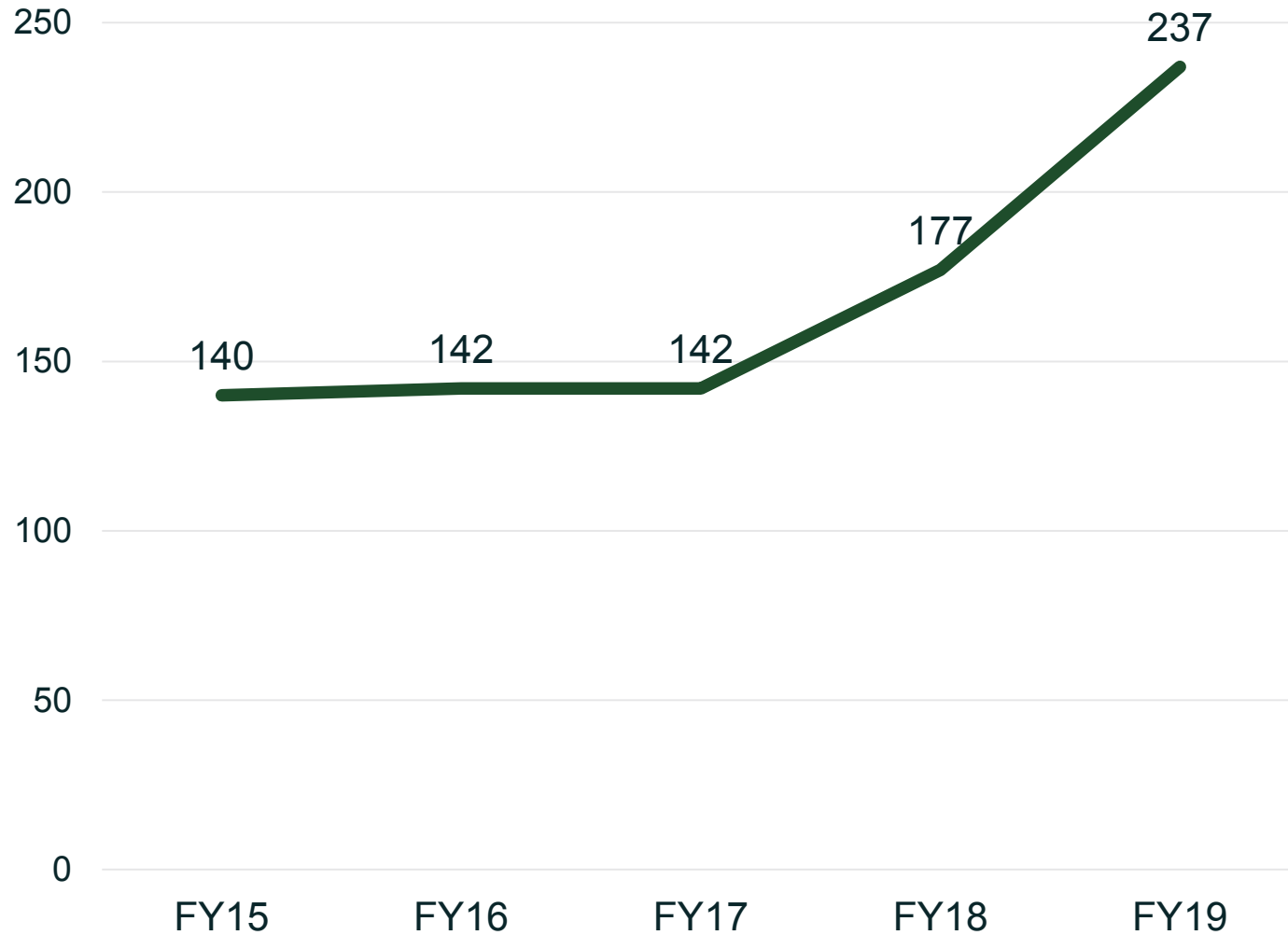
- Student Case Management provides crisis prevention and intervention services for CSU-FC students experiencing difficult situations such as medical, mental health, behavioral, personal or family crisis, and/or illness/injury.
- Case managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps.
- Approximately 75% of caseload is related to student mental health (depression, anxiety, bipolar, disordered eating, substance abuse/addiction, etc.).
- **27% increase in students served from FY18.**

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# Mental Health Hospitalizations



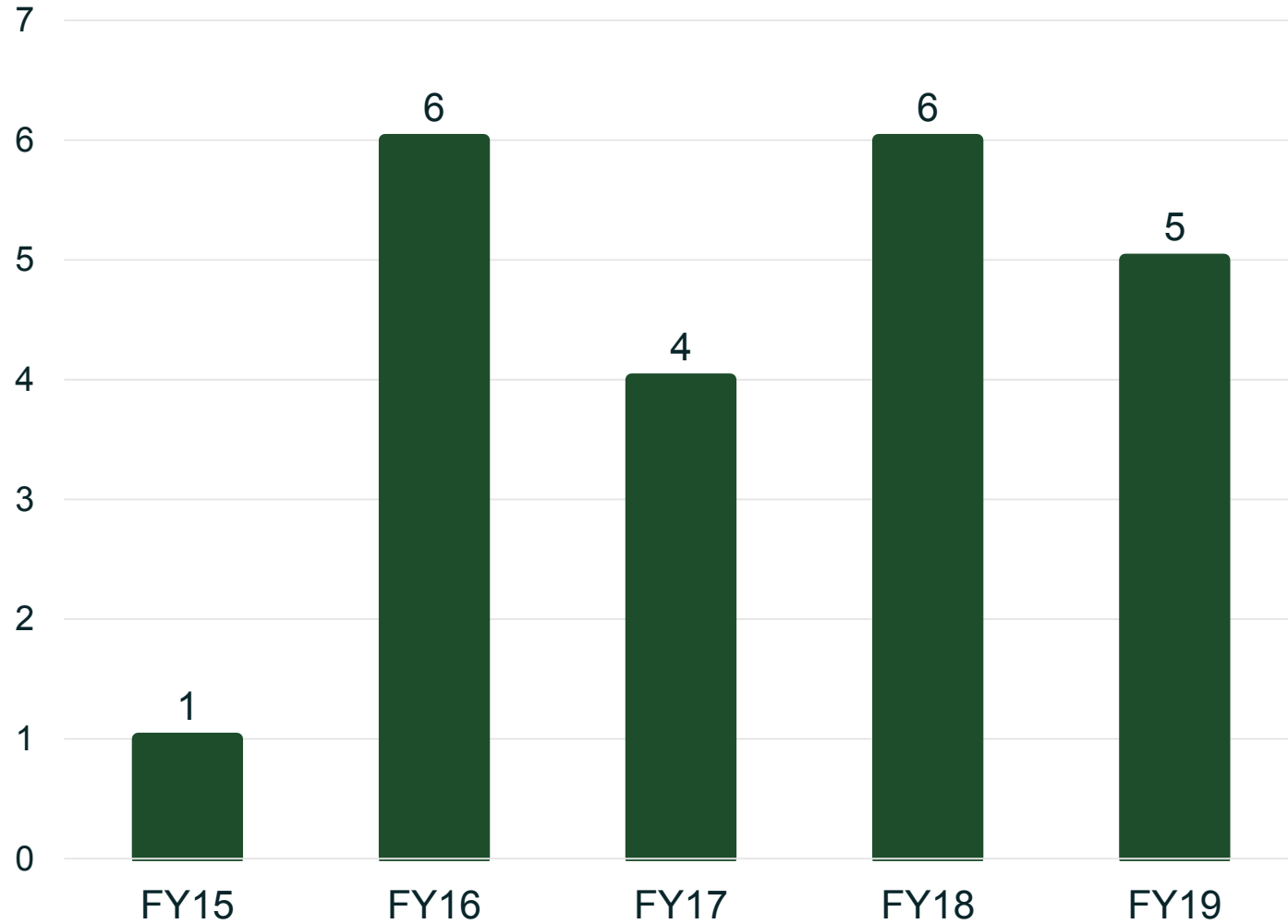
- “Near Miss” - In order to be hospitalized, a student must be an imminent risk to themselves or others.
- Many CSU-FC students experience a high level of mental health issues that do not require hospitalization.
- **34% increase in mental health hospitalizations from FY18.**

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# CSU-FC Student Suicides



- No consistent national process for systemically tracking and comparing suicide data among peer institutions or by enrollment.

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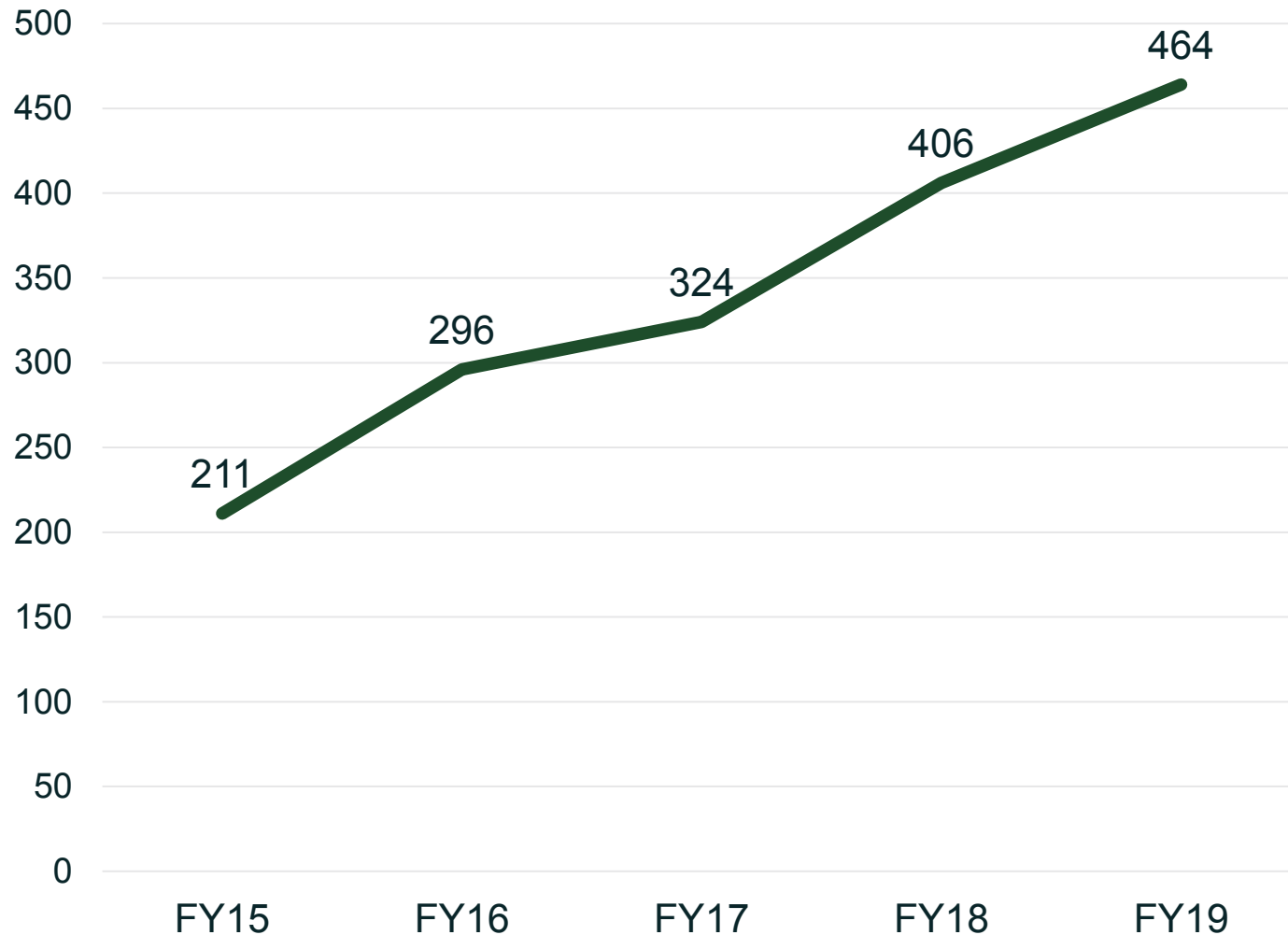


# Impact of Interpersonal Violence





# Victim Assistance Team (VAT): Interpersonal Violence Survivors Served



- The Victim Assistance Team (VAT) at CSU-FC, one of the first campus-based advocacy programs in the country, was started in 1975.
- Average of 6-7 survivors per day (3 “drop-ins”) by VAT.
- 58-60% of incoming students indicate prior experience with sexual violence as a primary and/or secondary survivor.
- 72% of survivors served seek advocacy for an act of violence that occurred within the last 12 months.
- Few survivors disclose to offices responsible for collecting data; most survivors never tell anyone.

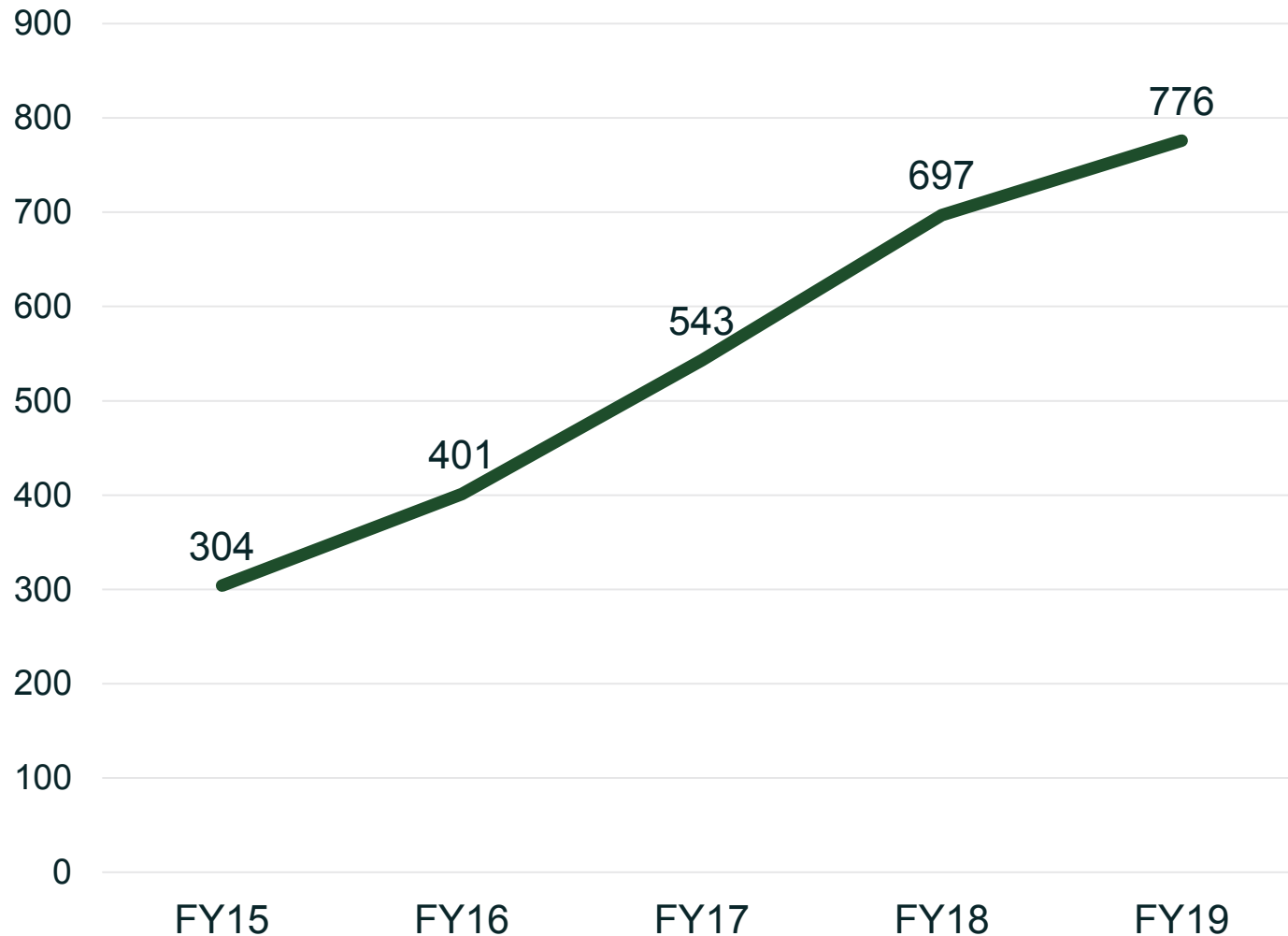
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# Title IX Reports

## CSU-FC students only



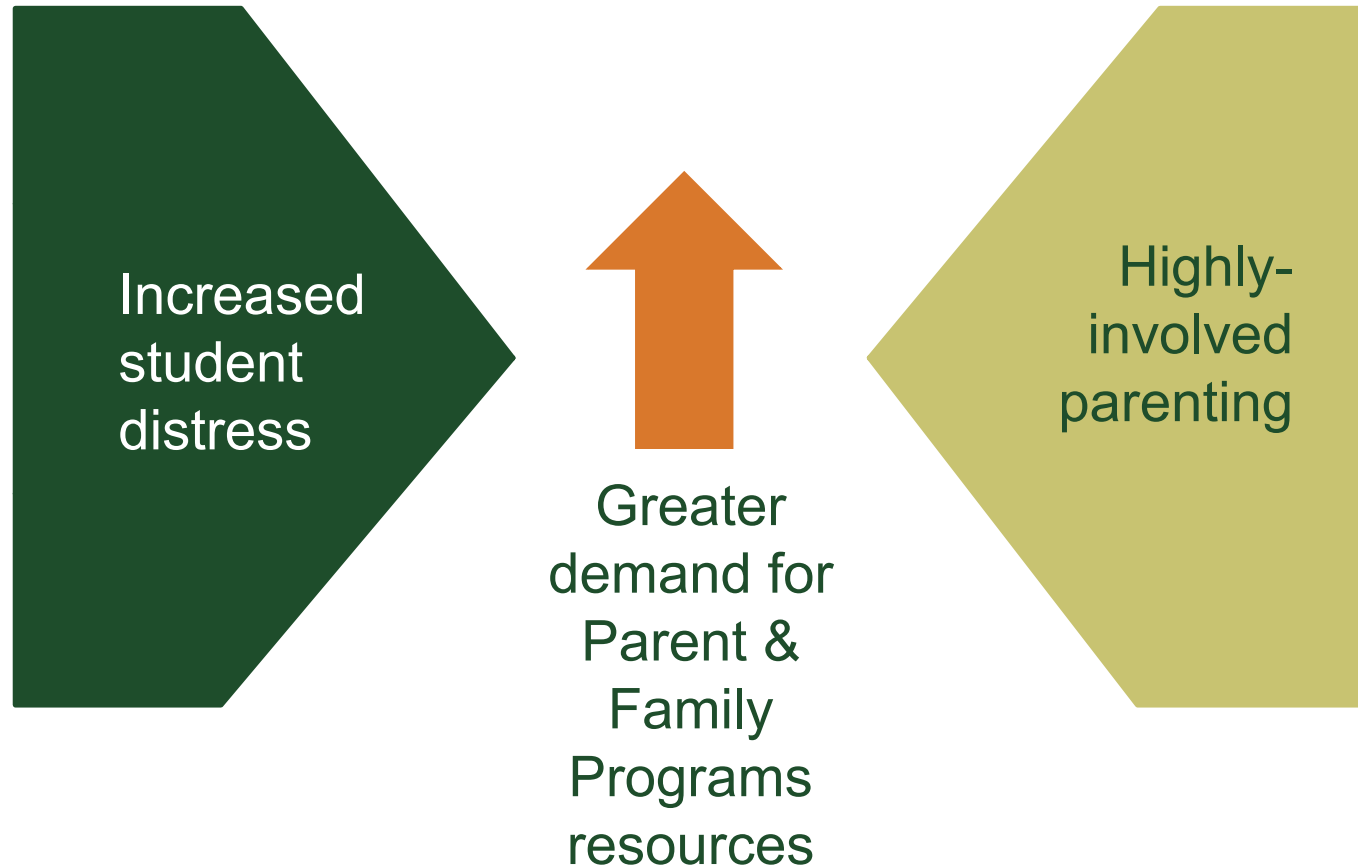
- The Title IX office responds to 186 allegations of sexual harassment, sexual violence, or sexual assault if they are reported.
- Reporting allows the University to promptly provide support to the impacted student(s), and to take appropriate action against the responding party to prevent a recurrence and protect the campus community.
- Reports include cases that occurred on campus AND cases of childhood sexual abuse or interpersonal violence that occurred prior to a student arriving on campus.

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# Parent & Family Programs Impact



- Parent & Family Programs actively partners with students' parents and families to support students' academic success and personal development while also assisting families to become appropriately involved and connected with their students and the University.
- Main activities include:
  - Reactive responses to parents and families of distressed students (phone calls, emails, in-person visits)
  - Proactive efforts to inform and collaborate with parents and families (enewsletters, trainings, events/programs, consultations)
- Additional resources are needed for better outreach and collaboration with parents and families of specific populations.

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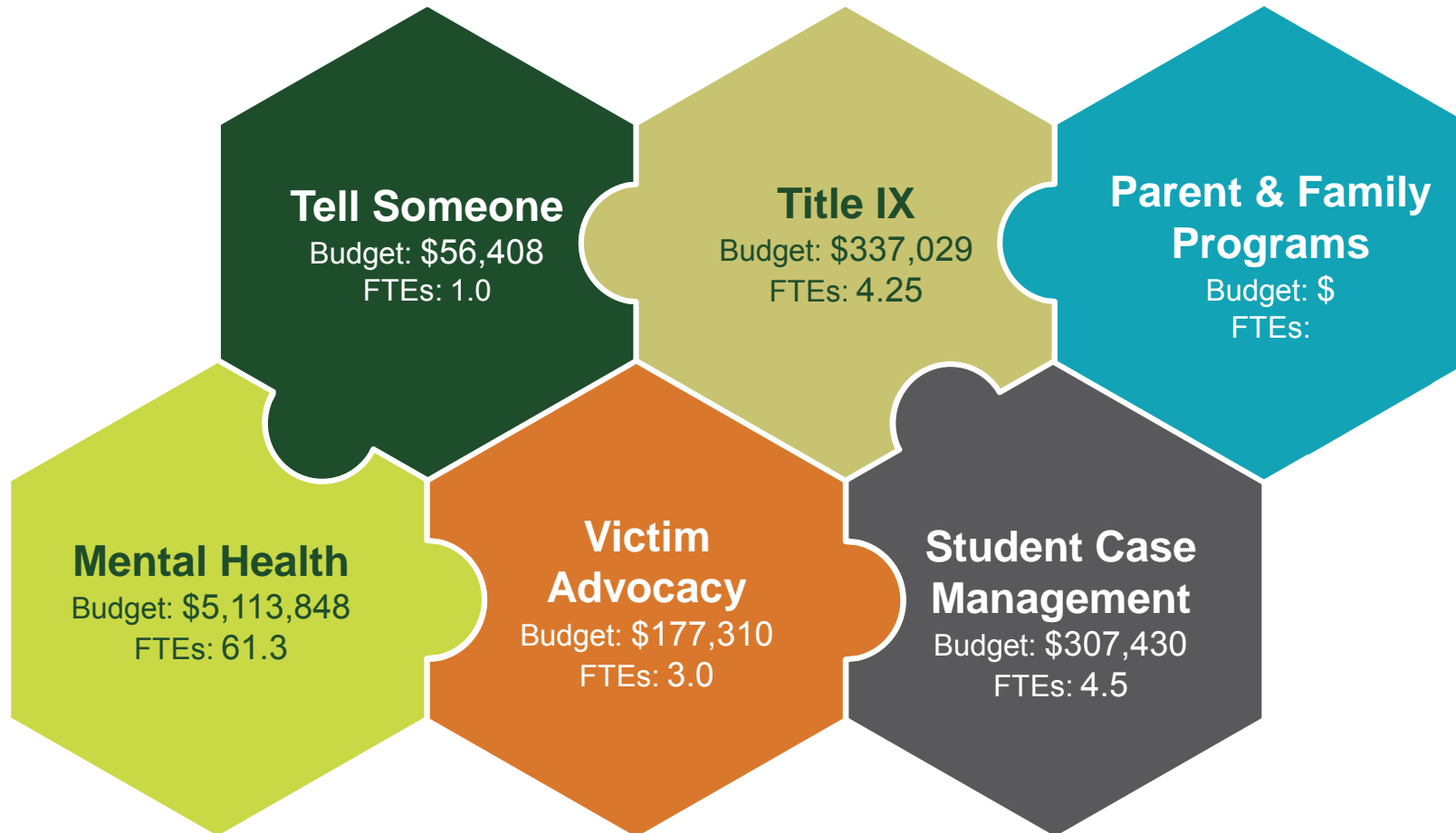
# CSU-FC Mental Health Support Infrastructure



# CSU Health Network – Mental Health Services



# CSU-FC Current Support Infrastructure



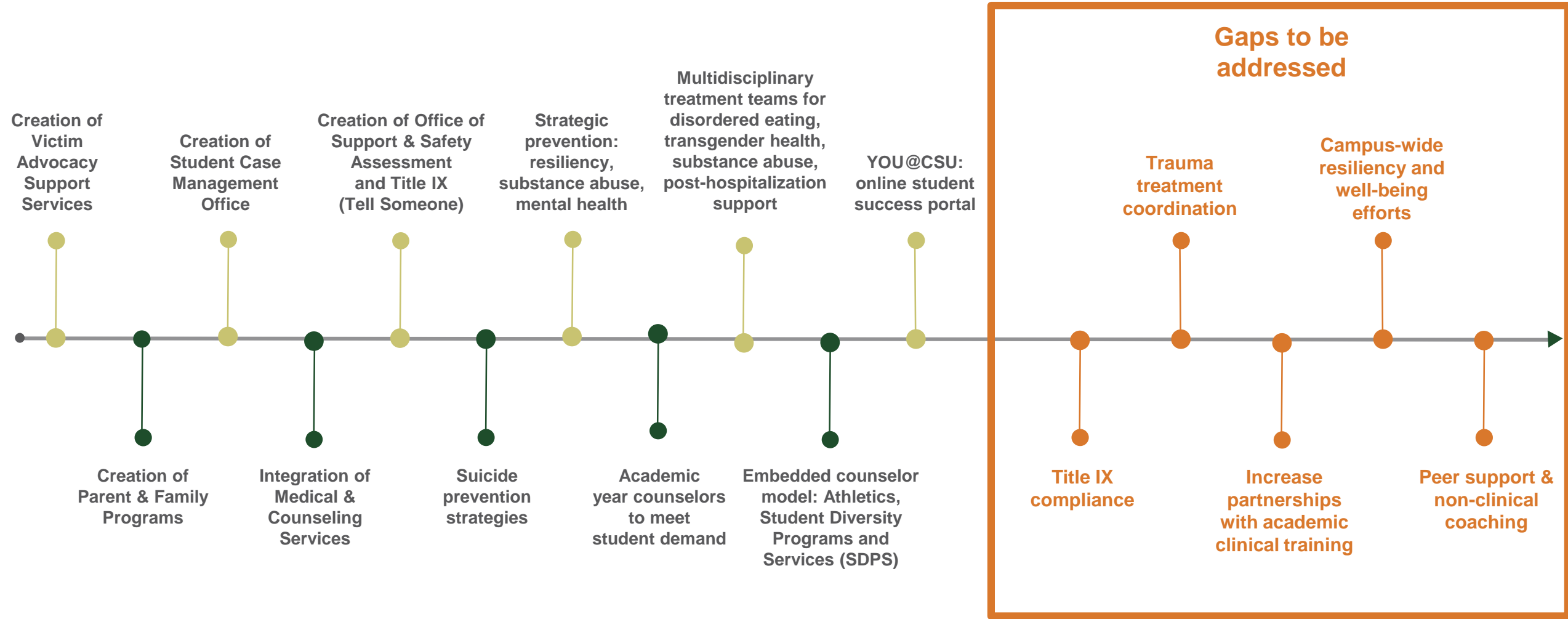
- Services, faculty, and staff all<sup>90</sup> across campus are working on these issues.
- Compliance with Title IX is federally mandated. Additional investments are needed to meet standards.
- Funding sources:
  - Student fees
  - Fee-for-service
  - Central funds
  - Gifts and grants

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# Innovations and Identified Gaps in Student Support



# CSU-FC Funding Request

**\$700,000** (*approximately*)

Student Case Management	\$102,525	1.5 FTE
Title IX	\$202,883	2.0 FTE
Victim Advocacy	\$63,917	1.0 FTE
Mental Health	\$266,391	3.0 FTE
Parent & Family Programs	\$63,915	1.0 FTE

Return on Investment – Retaining 58 students





# Questions?

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## **FUNDING PROPOSAL: GROWING CHALLENGES RELATED TO TITLE IX SERVICES AND INCREASING DEMAND FOR MENTAL HEALTH PROGRAMS AND SERVICES**

Colorado State University, like most other universities across the country, is seeing a growing demand for services related to mental health, trauma recovery, and issues of gender based or sexual misconduct including sexual assault, sexual harassment, and relationship violence.

More students are reporting incidents of misconduct and are assisted through Student Conduct Services, Student Case Management, Victim Assistance Team, Counseling Services, Behavioral Health, Support and Safety Assessment, and Parent and Family Programs. All of our direct support services at CSU are seeing increasing demand for services, increasing complexity of the types of issues students are dealing with, and increasing reports of gender based or sexual misconduct.

Current and changing requirements related to federal Title IX laws focus attention on diligence related to prevention of sexual misconduct, formalized reporting strategies, timely investigations, providing individualized assessments with corresponding appropriate levels of risk mitigation for respondents and providing appropriate services for the impacted parties needs in Title IX related cases. Parents and family members continue to seek guidance, assistance and a listening ear while their students go through the Title IX process.

The following proposal looks at needs across the continuum of services within the university infrastructure of prevention, risk mitigation, and response.

When reports of Title IX defined incidents are received, the person alleged to have committed the misconduct (respondent) enters into the process of a university investigation and possible police investigation. As a part of the process, possible interim measures (which could limit contact or interaction between parties and mitigate risk to the campus) and possible university disciplinary charges may occur. Services are needed to help respondents navigate university processes and for the University to investigate, respond, and mitigate additional risks to students and the greater university. There are currently gaps in these services along with increasing demands.

The following proposal seeks to address important gaps, decrease risk for the community, and provide important services that address the negative impacts upon students—both the complainants as well as respondents.

### **STUDENT CASE MANAGEMENT AND REFERRAL COORDINATION**

#### **1. Request for one additional FTE Student Case Manager and increasing two of the existing .75 FTE case managers to full-time/12 month positions.**

Student Case Management serves a very broad range of students finding themselves in unexpected circumstances that require coordination of services and identification of options. Student Case Management currently assists a portion of respondents and impacted parties involved in Title IX complaints and need additional staffing, training, and resources related to Title IX regulations, policies,

best practices, and trauma informed care , to appropriately help students involved in these situations. This need becomes clearer in light of the consultant recommendation that it is not appropriate for Student Legal Services to work directly with respondents. The number of Title IX related cases continues to increase In FY18-- Student Case Management worked with 24 responding parties and 47 impacted parties.

Proposed changes to how Student Case Management will work with the Office of Support and Safety Assessment and with the Student Resolution Center will increase the support offered to responding parties from 24 to approximately 178 students.

There is also an increasing demand for Student Case Management services in general which, combined with the increasing and specialized support for respondents, requires year-round support.

#### Student Case Management Request Summary

Base budget (or recurring 1x pending base)	Year 1				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Case Manager	\$50,000	\$14,350	\$0	\$0	\$64,350
Upgrade 3/4 time FTE's	\$25,000	\$7,175	\$0	\$0	\$32,175
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
	<b>Total Year 1</b>				<b>\$99,525</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Case Manager	\$51,500	\$15,520	\$0	\$0	\$67,020
Upgrade 3/4 FTE's	\$25,750	\$7,760	\$0	\$0	\$33,510
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
<i>*Assumptions: Salary increase 3%, Fringe increase 5%</i>					
	<b>Total Year 2</b>				<b>\$103,529</b>

1x funding	Year 1	Year 2
Start-up (furn, comp, etc)	\$3,000	\$0

## PARENT AND FAMILY PROGRAMS

### 2. Request for Parent and Family Programs Coordinator

Parent and Family Programs has experienced increasing volumes of calls from concerned parents and families. Concerns are fielded on the front end related to students experiencing difficulties on campus all the way through students who are involved in Title IX issues or experiencing other forms of mental health difficulties. Parent and Family Programs creates the first line relationship and then assists in making appropriate referrals to specific resources. Parent calls frequently come to the President's office and are referred to Parent and Family Programs. Additionally, regular written communication is provided to keep parents and families informed of campus resources and issues. This office is currently short staffed and relies on remote phone and administrative assistance from the Vice President for Student Affairs staff.

**Parent and Family Programs**

Base budget (or recurring 1x pending base)	Year 1				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Coordinator	\$45,000	\$12,915	\$0	\$0	\$57,915
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
<b>Total Year 1</b>					<b>\$60,915</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Coordinator	\$46,350	\$13,968	\$0	\$0	\$60,318
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
<i>*Assumptions: Salary increase 3%, Fringe increase 5%</i>					
<b>Total Year 2</b>					<b>\$63,318</b>

1x funding	Year 1	Year 2
Start-up (furn, comp, etc)	\$3,000	\$0

**SUPPORT AND SAFETY ASSESSMENT/TITLE IX PROGRAMS**

The Office of Support and Safety Assessment/Title IX Programs (SSA), under the direction of the University Title IX Coordinator, is federally tasked with investigating complaints and campus risk mitigation involving students, as well as ensuring compliance with broader gender equity and prevention education.

Since SSA was created staff have worked diligently to create enough resources to respond to the increasing number and complexity of cases and create a system to track educational efforts and audits of campus climate, including reviews within administrative and academic departments.

The most critical concern has been how long it takes to complete an investigation and refer the report to the Student Resolution Center, if applicable. Investigations have sometimes taken weeks or months to complete which has had an adverse impact on both the respondent and the complainant in terms of their ability to focus on school and manage their daily lives. Delays in the investigatory process may also increase risk to the university community.

**3. Request to add a second technician to aid the investigators, which will speed the overall investigative process.**

The Title IX office now has two full-time and one part-time trained investigators and one technician. They have found that a technician dramatically increases the productivity of the investigator by taking notes, drafting reports, managing databases, etc.

**4. Request for Title IX Coordinator**

Work related to campus education, prevention, and compliance needs is currently being handled by an Assistant Director of Title IX Compliance and Programs. The volume of work needed to track educational programs, identify educational gaps, collaborate on prevention efforts, review and update policies, and gather institutional data to aid in compliance audits and conduct audits exceeds what one position can

accomplish. The proposal is to add a coordinator position to work with the Assistant Director in the area of Title IX programs and compliance efforts.

#### 5. Request to remodel Student Services Building Space

SSA has limited space and cannot accommodate additional critical personnel without expansion. Some available space has been located within the same building, but the space requires remodeling including asbestos abatement. Facilities management has provided a budget opinion on the remodel costs, and this expense is requested as a one-time cost.

#### 6. Request for formal translation services funding.

When persons involved in a title IX investigation or complaint speak non-English there is a need to hire formal translation assistance. Formal translation is required given the technical terminology and need for accuracy. This need occurs a couple of times per year and cannot be accommodated in the current budget.

#### Support and Safety Assessment / Title IX Programs request Summary

Base budget (or recurring 1x pending base)	Year 1				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
TIX Technician	\$43,000	\$0	\$18,533	\$0	\$61,533
TIX Program Coordinator	\$50,000	\$14,350	\$0	\$0	\$64,350
Annual Operating	\$0	\$0	\$0	\$6,000	\$6,000
Annual Pro Dev	\$0	\$0	\$0	\$2,500	\$2,500
Annual Translation Services	\$0	\$0	\$0	\$3,000	\$3,000
<b>Total Year 1</b>					<b>\$137,383</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
TIX Technician	\$44,290	\$0	\$20,043	\$0	\$64,333
TIX Program Coordinator	\$51,500	\$15,520	\$0	\$0	\$67,020
Annual Operating	\$0	\$0	\$0	\$6,000	\$6,000
Annual Pro Dev	\$0	\$0	\$0	\$2,500	\$2,500
Annual Translation Services	\$0	\$0	\$0	\$3,000	\$3,000
<i>*Assumptions: Salary increase 3%, Fringe increase 5%</i>					
<b>Total Year 2</b>					<b>\$142,853</b>

1x funding	Year 1	Year 2
Start-up (furn, comp, etc)	\$10,000	\$0
Remodel acquired space	\$25,000	\$0
<b>Total</b>	<b>\$35,000</b>	<b>\$0</b>

#### HUMAN DEVELOPMENT AND FAMILY STUDIES - CSU SEXUAL RESPONDENT RESPONSE PROPOSAL

Student Conduct Services adjudicates alleged violations of the Student Conduct Code related to interpersonal violence including sexual assault, domestic violence, dating violence, and stalking (the behaviors outlined in Title IX and the Violence Against Women Act (VAWA)). As the number of reported

incidents of interpersonal violence continues to increase each year, there has been a corresponding increase in the number and complexity of cases. When an investigative report regarding interpersonal violence is received by Student Conduct Services from the Office of Support and Safety Assessment, it is reviewed for credible information of a violation of the Student Conduct Code. If credible information exists, a student conduct hearing is scheduled for the respondent. While a “responsible” finding for egregious incidents typically results in separation from the University (suspension/expulsion), on a continuum of behavior there are many circumstances where separation from the University is not warranted. Since the 2015-2016 Academic Year 112 students have been retained at the University after a responsible finding for behaviors on the continuum of interpersonal violence, increasing year over year in line with overall reports. There is currently a lack of appropriate resources for sanctioning these individuals after a responsible finding. Student Conduct Services needs a venue with appropriately credentialed and trained providers who can offer respondents an individual assessment and educational or therapeutic interventions to ensure their continued success at CSU and decrease the likelihood of recidivism.

### Overview

The Department of Human Development and Family Studies at CSU has undergraduate and graduate programs. Graduate students in the Marriage and Family Therapy Program provide individual, relational, and group psychotherapy services for the Northern Colorado community (both student & non-student). These services are provided in the Center for Family & Couple Therapy (CFCT) in the Gifford Building.

### **7. Request to fund HDFS program to provide consultation, assessment, education and treatment related to students found responsible for Title IX or Conduct Code Violations.**

The Center for Family & Couple Therapy seeks a partnership to provide individualized assessment, psychoeducation, intervention, and treatment for student offenders of interpersonal violence. Current research finds a continuum of interpersonal violence with some behaviors being low risk, moderate risk, and high risk. In the context of this partnership, the CFCT is advocating for the university to conduct individualized assessments of interpersonal violence risk and to provide appropriate treatment recommendations which may include individual, group, or couple therapy interventions provided by the CFCT. Post-assessment recommendations would include safety planning and coverage to ensure there is not a gap in the continuum of care for these students when they need to receive resources or care outside of the university. CFCT will conduct ongoing individualized assessment and/or collaborate with community assessment providers in cases where additional training and credentialing is determined.

One important note is that the university has invested heavily in resources, programs, practices, and policies for survivors but fewer resources for offenders. There is a risk in pathologizing this behavior as equally criminal without individualized assessments. Blanket characterizations of all of these offenses and offenders is harmful and inhibits the opportunity for rehabilitation of low/moderate risk offenders who would benefit from treatment and reintegration.

**CSU Sexual Respondent Response Proposal**

Base budget (or recurring 1x pending base)	Year 1				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Annual SOMB consultation	\$0	\$0	\$0	\$1,500	\$1,500
Annual Materials	\$0	\$0	\$0	\$4,000	\$4,000
<b>Total Year 1</b>					<b>\$5,500</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				Sub Total	
	Salary	AP Fringe	SC Fringe	Other		
Annual SOMB consultation	\$0	\$0	\$0	\$1,500	\$1,500	
Annual Materials	\$0	\$0	\$0	\$4,000	\$4,000	
*Assumptions: Salary increase 3%, Fringe increase 5%					<b>Total Year 2</b>	<b>\$5,500</b>

1x funding	Year 1	Year 2
Assessment Costs	\$21,000	\$21,000
Addtl SOMB Consult	\$3,500	\$500
<b>Total</b>	<b>\$24,500</b>	<b>\$21,500</b>

\*NOTE: In year 3 assessment costs will be **supported by fee for service**

**WOMEN AND GENDER ADVOCACY CENTER**

In the 2017-18 academic year, The Victim Assistance Team (VAT) provided 2,983 interventions to 406 survivors. As of November 13, 2018 VAT has served 277 survivors with an expectation to surpass 500 by the end of Spring 2019. The numbers of students seeking confidential advocacy has been on a dramatically upward trend with the numbers doubling from 2013-14. During that same timeframe however, the advocacy team has only grown by one person.

The “MeToo” movement has increased the number of students seeking support resources for experiences related to trauma and has increased their potential to report incidents of misconduct. While not all survivors choose to report (due to safety concerns or length of time since assault), we know that access to an advocate can increase the likelihood that a survivor will not only report incidents of violence but will also stay engaged and responsive throughout various stages in the process.

**8. Request an additional victim advocate to meet the growing demands.**

Best practices in victim advocacy include ongoing outreach and regular check-ins about the process, which helps survivors, and their families remain patient when investigative and conduct processes run long. Ongoing check-ins also provides a scaffolding approach to healing as the needs of a survivor may change as they progress through a process. For example, 72% of survivors who sought services through VAT last year did so because of an incident of violence that occurred within the past year. This means that most of the initial advocacy resources went to immediate trauma support like safety planning, changes to living arrangements, help disclosing to parents/friends, etc. Later in the healing process however, survivors are more likely to need ongoing advocacy for recovering academically (especially since many survivors experience sexual violence during their first year), managing triggers and

flashbacks, navigating sexual intimacy after trauma, and/or existing on the same campus as the person who caused them harm.

Whether immediate or ongoing, all of the above needs are directly connected to the retention of survivors, most of whom identify as women. Unfortunately, given the current volume of cases, advocates are only able to meet the most immediate needs of survivors who seek advocacy. The inability to do adequate outreach and check-ins means spending less time with each survivor and/or their support systems (parents, roommates, partners, friends) and less time providing coping-skills development as a preventative measure for crisis.

Additionally, while the primary goal of additional staff is to meet the needs of students, it should also be noted that the current demand on advocates has surpassed best practices for the profession. As can be imagined, advocates who listen to stories of sexual trauma all day are at a high risk for vicarious trauma and as a result, it is recommended that advocates generally not see more than 4 survivors a day. With the current volume, the existing staff regularly see 6-7 clients a day and additional clients then fall to the non-advocacy staff. This is a mental health and retention issue for advocacy staff (who are seeing more clients than they should) as well non-advocacy staff who are not trained for this level of volume.

#### Women and Gender Advocacy Center

Base budget (or recurring 1x pending base)	Year 1				Sub Total
	Salary	AP Fringe	SC Fringe	Other	
Victim Advocate	\$45,000	\$12,915	\$0	\$0	\$57,915
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
	<b>Total Year 1</b>				<b>\$60,915</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				Sub Total	
	Salary	AP Fringe	SC Fringe	Other		
Victim Advocate	\$46,350	\$13,968	\$0	\$0	\$60,318	
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000	
*Assumptions: Salary increase 3%, Fringe increase 5%					<b>Total Year 2</b>	<b>\$63,318</b>

1x funding	Year 1	Year 2
Start-up (furn, comp, etc)	\$3,000	\$0

#### HEALTH NETWORK - COUNSELING SERVICES

The numbers of students seeking services at the CSUHN Counseling services has grown by 12% annually in the last three years (49% since 2013). It is common for students who have experienced trauma (sexual violence, physical violence, adverse childhood experiences, etc.) to seek services. While some of the trauma may have been perpetrated prior to entering higher education, the impacts of trauma (past or current) often affect a student's ability to succeed in college; 72% of the students seeking advocacy for interpersonal violence reported that the violence occurred within the last year.



Students may be seeking short-term crisis support, strategies to help them function while focusing on academics, support groups to feel connected to others, or to engage in more intensive therapeutic interventions. All of these strategies are contained within the notion of Trauma Informed Care.

Counseling Services are shifting to a more immediate access approach (5,146 walk-in, same day, crisis response appointments in 2017-18). The good news is that we continue to be able to meet the crisis response needs of students. However, the bad news is that we are currently unable to provide weekly, intensive, ongoing therapeutic care that is often desirable for Trauma Recovery Therapy.

Counseling Services in recent years has explored a model of having a member of the Counseling Services Senior Staff team embedded in a service area. Counseling Services currently has one counselor working with student athletes and another working with the Student Diversity Programs and Services offices. This model works well in reducing barriers to treatment and increasing the protections of a quality system with well-developed risk assessments, procedures, and a protected health information system.

### **9. Request for a Mental Health Counselor—embedded half-time at Women and Gender Advocacy**

Counseling Services is proposing an additional Mental Health Counselor with particular expertise in Trauma Informed Care to be embedded in the Women and Gender Advocacy Office. The goal is to help ensure a range of options from support groups, increased coping skills through psycho-education, somatic therapy, emotional regulation skill building, as well as individual trauma recovery and group therapy. The range could include identifying and creating options on campus and establishing appropriate referrals off campus depending on the complexity of needs presented. This would help create a comprehensive, coordinated approach between services offered from advocacy through therapy.

### **10. Request for one Psychologist –Trauma Specialty**

While all of the counseling services staff are trained to be responsive to the needs of trauma survivors, it would be very beneficial to have one Senior Staff Psychologist that specializes in trauma informed care to direct the range of individual, group, and skill based services to ensure a comprehensive and collaborative approach to trauma related services.

**Health Network Counseling Services**

Base budget (or recurring 1x pending base)	Year 1				
	Salary	AP Fringe	SC Fringe	Other	Sub Total
Counselor (1/2 WGAC)	\$63,000	\$18,081	\$0	\$0	\$81,081
Psychologist - Trauma	\$75,000	\$21,525	\$0	\$0	\$96,525
Annual Operating	\$0	\$0	\$0	\$6,000	\$6,000
	<b>Total Year 1</b>				<b>\$183,606</b>

Base Budget (if previously funded 1X)	Year 2 (if not base funded Year 1)				
	Salary	AP Fringe	SC Fringe	Other	Sub Total
Counselor (1/2 WGAC)	\$64,890	\$19,555	\$0	\$0	\$84,445
Psychologist - Trauma	\$77,250	\$23,279	\$0	\$0	\$100,529
Annual Operating	\$0	\$0	\$0	\$6,000	\$6,000
*Assumptions: Salary increase 3%, Fringe increase 5%					<b>Total Year 2</b>
					<b>\$190,974</b>

1x funding	Year 1	Year 2
Start-up (furn, comp, etc)	\$6,000	\$0

**HEALTH NETWORK - HEALTH EDUCATION AND PREVENTION SERVICES****11. Request for Health Education Coordinator**

The campus is mobilizing around the mental well-being of our students. To assist with Counseling Services support service delivery, address outreach and clinical volume, and assist with the expansion of Resiliency and Well-Being and Mental Health Initiatives, additional staffing is needed. The Coordinator of Mental Well-Being would coordinate and fulfill resiliency, well-being and suicide prevention outreach requests; provide joint oversight of student staff in outreach roles; and develop additional psycho-educational and/or other identified resources to augment the clinical encounter, as part of the Step Care Model. The coordinator additionally would support the implementation and evaluation of a campus-wide mental well-being curriculum; manage the Still Point Reflection space and self-regulation technology; and serve as the advisor for Active Minds, a student mental health advocacy group. The position will be part of the CSU Health Network Health Education and Prevention Services team.

**Health Network HEPS**

<b>Base budget (or recurring 1x pending base)</b>	<b>Year 1</b>				<b>Sub Total</b>
	<b>Salary</b>	<b>AP Fringe</b>	<b>SC Fringe</b>	<b>Other</b>	
Coordinator	\$55,000	\$15,785	\$0	\$0	\$70,785
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000
<b>Total Year 1</b>					<b>\$73,785</b>

<b>Base Budget (if previously funded 1X)</b>	<b>Year 2 (if not base funded Year 1)</b>				<b>Sub Total</b>	
	<b>Salary</b>	<b>AP Fringe</b>	<b>SC Fringe</b>	<b>Other</b>		
Coordinator	\$56,650	\$17,071	\$0	\$0	\$73,721	
Annual Operating	\$0	\$0	\$0	\$3,000	\$3,000	
*Assumptions: Salary increase 3%, Fringe increase 5%					<b>Total Year 2</b>	<b>\$76,721</b>

<b>1x funding</b>	<b>Year 1</b>	<b>Year 2</b>
Start-up (furn, comp, etc)	\$3,000	\$0

## Summary of Budget Request

Base budget (or recurring 1x pending base)	Year 1				Dept Total
	Salary	AP Fringe	SC Fringe	Other	
Student Case Management	\$75,000	\$21,525	\$0	\$3,000	\$99,525
PFP	\$45,000	\$12,915	\$0	\$3,000	\$60,915
SSA / Title IX Programs	\$93,000	\$14,350	\$18,533	\$11,500	\$137,383
HDFS - Respondent Program	\$0	\$0	\$0	\$5,500	\$5,500
WGAC	\$45,000	\$12,915	\$0	\$3,000	\$60,915
CSUHN Counseling	\$138,000	\$39,606	\$0	\$6,000	\$183,606
CSUHN HEPS	\$55,000	\$15,785	\$0	\$3,000	\$73,785
	<b>Year 1 Total Base Budget Request</b>				<b>\$547,844</b>

Base budget (or recurring 1x pending base)	Year 2 (if not base funded Year 1)				Dept Total
	Salary	AP Fringe	SC Fringe	Operating	
Student Case Management	\$77,250	\$23,279	\$0	\$3,000	\$103,529
PFP	\$46,350	\$13,968	\$0	\$3,000	\$63,318
SSA / Title IX Programs	\$95,790	\$15,520	\$20,043	\$11,500	\$142,853
HDFS - Respondent Program	\$0	\$0	\$0	\$5,500	\$5,500
WGAC	\$46,350	\$13,968	\$0	\$3,000	\$63,318
CSUHN Counseling	\$142,140	\$42,834	\$0	\$6,000	\$190,974
CSUHN HEPS	\$56,650	\$17,071	\$0	\$3,000	\$76,721
	<b>Year 2 Total Base Request (if not base in Year 1)</b>				<b>\$569,491</b>

1x funding	Year 1	Year 2
Student Case Management	\$3,000	\$0
PFP	\$3,000	\$0
SSA / Title IX Programs	\$35,000	\$0
HDFS - Respondent Program	\$24,500	\$21,500
WGAC	\$3,000	\$0
CSUHN Counseling	\$6,000	\$0
CSUHN HEPS	\$3,000	\$0
<b>Total 1x request</b>	<b>\$77,500</b>	<b>\$21,500</b>

**\*\*Assumptions:**

*AP Fringe = 28.7%*

*SC Fringe = 43.1%*

*Year 2 salary increases = 3%*

*Year 2 fringe increases = 5%*



**16,542**  
students used services  
at CSU Health Network

**105,552**  
total student encounters

**6.3** average encounters  
per student

**50.9%** (14,601)  
of all students used  
Medical Services

**14.4%** (4,413)  
of all students used both  
Medical and Counseling Services

**21.2%** (6,084)  
of all students used  
Counseling Services

(FY2019 enrollment = 28,679)

**88%**  
of students surveyed  
are highly satisfied  
with services received

**93%**  
of students surveyed  
felt carefully listened  
to by their provider

In the last 5 years:  
**34% increase** in students served by  
Counseling Services and **13% increase** in  
students served by Psychiatry Services  
compared to **6% increase** in CSU resident  
instruction enrollment.

## Medical Services

47,468 prescriptions filled	31,521 laboratory tests	14,960 general medical encounters	11,980 acute care encounters	8,757 psychiatry encounters	8,271 women's & gender care encounters	7,622 immunizations allergy & asthma encounters	7,574 physical therapy, orthopedics & massage encounters	1,955 radiology exams	1,889 optometry encounters	1,230 dental encounters	319 nutrition care for disordered eating encounters

## Counseling Services

5,589 students served (includes individuals, couples, groups and workshops)	29,629 appointments	1,021 Drugs, Alcohol and You (DAY) program students served (3,284 appointments)	197 Post-Hospitalization Support (ITEAM) student intakes	5,588 appointments (behavioral health, after- hours/emergency counselor, office or phone screening)

## Student Insurance

5,468 students enrolled in CSU Student Health Insurance Plan (SHIP)	1,183 students enrolled in the RamCare Supplement Program

## Health Education and Prevention Services (HEPS)

48,465 total logins to YOU@CSU student success portal, representing a <b>52.5%</b> increase in logins over FY18.	3,157 served through mental health outreach, including Notice and Respond suicide prevention trainings, resiliency and mindfulness presentations, and group facilitations.	10,789 students reached through CREWS peer education programming, including <b>4,000</b> students who completed football game day bystander pledges to take care of their fellow Rams.
5,243 incoming first-year students participated in a psychosocial mindset intervention known to cultivate persistence and retention that was implemented during Ram Orientation.	<b>405%</b> increase from FY18 in faculty member participants in Notice and Respond suicide prevention trainings.	648 STI tests were provided during the Get Yourself Tested (GYT) campaign; a 19% increase in tests from FY2018.
<b>96%</b> of participants surveyed felt more confident to find people and resources who can help with their transition to college.	<b>226</b> students signed Rams Fail Forward online pledge as part of campus-wide campaign to increase protective factors around self-compassion and social connection.	<b>71%</b> reported that the campaign helped them realize/decide they should get tested.

## Staff Profile

Students:  
**39** employees  
**10.5** FTEs

HEPS:  
**11** employees  
**9.5** FTEs

Admin & Business Services:  
**53** employees  
**45** FTEs

Medical:  
**99** employees  
**66** FTEs

Counseling:  
**79** employees  
**59.5** FTEs

**281**  
total employees

**190.5**  
FTEs

54 student leaders involved in Student Health Advisory Council (SHAC), Creating Respect and Educating Wellness for and by Students (CREWS), Active Minds, and other programs.

# WOMEN & GENDER ADVOCACY CENTER <sup>206</sup>

## VICTIM ADVOCACY REPORT



AVERAGE OF  
6 SURVIVORS  
A DAY

98% OF VICTIMS

*were harmed by someone they know and trust...  
Most often a friend.*

72% OF SURVIVORS

*sought advocacy for an act of violence that  
occurred within the past year*

58-60% OF  
RAM ORIENTATION STUDENTS

*indicated they have already had experience with  
sexual violence as a primary and/or secondary  
survivor prior to coming to CSU*

### INTERPRETING INTERPERSONAL VIOLENCE DATA:

- National statistics indicate 1 in 5 and 1 in 16 men are sexually assaulted while in college. Krebs, C. P., Lindquist, C., Warner, T., Fisher, B., & Martin, S. (2007). The campus sexual assault (CSA) study: Final report.
- High advocacy rates are not an indication that a community is more violent.
- Higher reporting rates can be attributed to:
  - \*national climate and awareness of sexual violence on campuses
  - \*increased enrollment
  - \*increased access to supportive resources on campus creates an atmosphere in which survivors are more willing to come forward
- Keep in mind that very few survivors disclose to agencies responsible for collecting data. Most victims never tell anyone.



## TIME SINCE VIOLENCE

- 11% less than 24 hours
- 17% 24 hours - 5 days
- 13% within past month
- 15% 1 month to 1 year
- 6% 1-5 years
- 5% 5+ year
- 11% ongoing
- 3% historical (time unknown),
- 6% recent (time unknown)
- 14% unable to obtain



## LOCATION OF VIOLENCE

- 56% off campus
- 16% on campus
- 2% on and off campus
- 4% primarily Electronic
- 22% anonymous

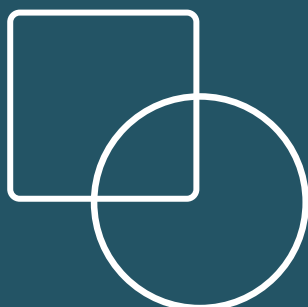


## REPORTING - POLICE

- 21% reported to the police
- 46% not reported
- 10% undecided
- 20% unknown
- 3% N/A

## REPORTING - UNIVERSITY

- 10% reported to the university
- 36% not eligible (perpetrator was non-affiliated)
- 9% were mandatory reports
- 10% are undecided
- 17% are unknown

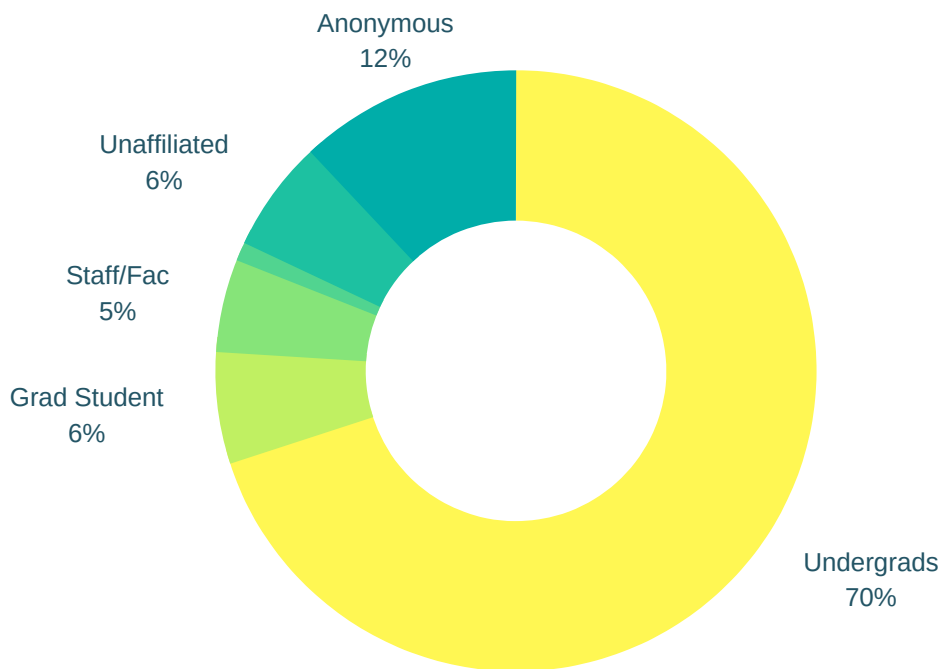


## VICTIM/PERPETRATOR RELATIONSHIP

- 27% friend/acquaintance
- 16% former intimate partner
- 9% current intimate partner
- 5% stranger
- 3% professor/instructor
- 3% co-worker
- 2% parent/guardian/relative
- 2% date
- 0.3% service provider
- 3% other
- 30% unable to obtain

## CSU SURVIVOR AFFILIATION:

Note: Unaffiliated includes parents/visitors of CSU students



## NOTABLE TRENDS:

Significant volume:

- First 2-3 weeks of fall semester
- Homecoming weekend, Wyoming & CU football weekends
- Halloween
- Post-spring break & finals week

Increased parental involvement:

- Parents of incoming students inquiring about advocacy services and consent programs
- Parents seeking advocacy on their own to learn how to best support their survivors
- Parents participating in advocacy with students throughout the reporting process

Increased reporting to PD and Conduct:

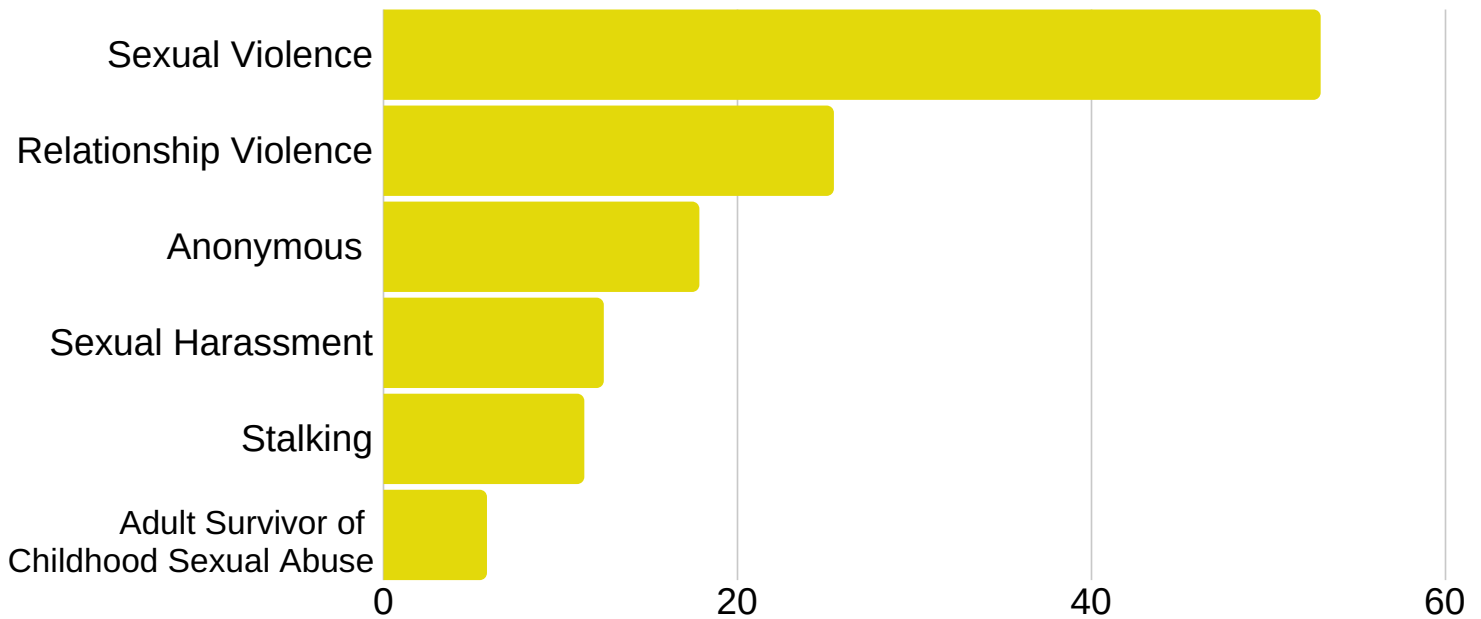
- CSU survivors report to police twice as often as the national average
- More survivors are choosing to engage formal systems (police, conduct, etc) which then translates to more time spent outside of academics, contributing to retention issues
- These cases are also far more time consuming for advocates





## TYPE OF VIOLENCE:

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Note: Survivors may experience more than one type of violence

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*The Women and Gender Advocacy Center*  
112 Student Services Building (satellite office in 234 LSC)  
OFFICE: 970-491-6384 | VAT HOTLINE: 970-492-4242  
[www.wgac.colostate.edu](http://www.wgac.colostate.edu)



# CSU-PUEBLO STUDENT COUNSELING CENTER

HERE TO LISTEN. HERE TO HELP.

2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS





# CURRENT STAFF AND SERVICES

*The Student Counseling Center is a campus resource available to all currently enrolled individuals who pay student fees.*

*Our services include **8 sessions** of:*  
*Individual counseling*  
*Couples counseling*  
*Acudetox*

*Student crisis appointments and medication consults at no charge*

*Other services include Educational/Prevention programs for students, faculty, and staff.*

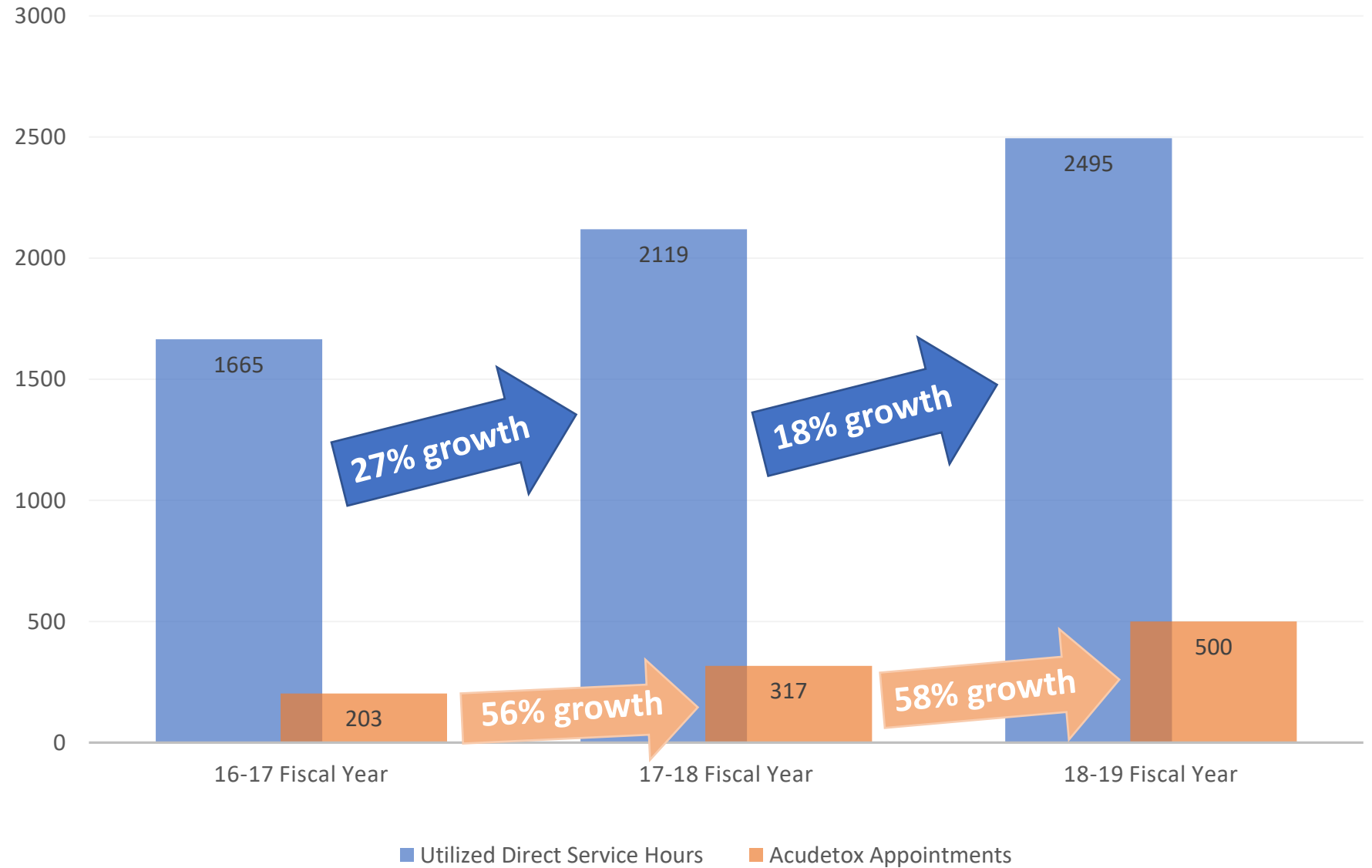
- *Full-time Director*
- *4 Part-time Counselors (2.8 FTE):*
  - *2 at 32 hours per week*
  - *1 at 30 hours per week*
  - *1 at 20 hours per week*
- *1 Psychiatric Nurse Practitioner*
  - *16 hours per week*
- *1 Full-time Admin. Counseling Specialist*
- *1 Full-time Student Resource Navigator*
  - *This staff is a member of the CARES team and serves the entire student population*
- *1 Therapy dog*
  - *16 hours per week*

COLORADO STATE UNIVERSITY SYSTEM

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



# Increasing Service Demand



# A Closer Look

- Each counselor sees **5 to 6** students/day.
- Acudetox appointments are scheduled between counseling sessions to maximize student contact time
- Walk-in/crisis students seen ASAP – use charting time if necessary
  - **137 walk-in/crisis** appointments in 2018-19 school year
- The Director carries a limited caseload of high need and walk-in/crisis students as well
- Psychiatric nurse practitioner sees **20-25** students/week average (16 hours)
- Counseling Center staff are on a staggered schedule. Maximizes appointment availability, but does not allow full coverage to address clinic needs.



COLORADO STATE UNIVERSITY SYSTEM

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



SCHOOL	COLORADO STATE UNIVERSITY-PUEBLO	CALIFORNIA STATE UNIVERSITY-STANISLAUS	UCCS	MISSOURI WESTERN	UNIVERSITY OF SOUTH CAROLINA-UPSTATE	WASHBURN UNIVERSITY	EMPORIA STATE UNIVERSITY
Director	MASTERS	PH.D		PH.D	PH.D	MASTERS	
Ph.D.			3				
Counselors	4 (2.8 FTE)	5	3	3	3	1	5
Marriage & Family		1					
Psychiatrist				X	X		
Psychiatric Nurse Practitioner	1						
Admin Coordinator	1	1		1			X
Admin Support		1					
Crisis/On-call counselor	X		X				
Interns			X	X	X	X	
Therapy Animal	X						
Case Manager	X					X	
1-1	X	X	X	X	X	X	X
Couples	X	X	X	X	X		X
Groups		X	X	X	X		
Crisis	X	X	X	X	X	X	X
Workshops/Presentations	X	X	X	X	X	X	X
Testing			X		X		
Consultations: Student, Faculty, & Staff Face to Face or by phone	X	X	X				
Bio-Feedback Room	X						
Auricular Acupuncture	X						
D&A							X
Limited # of Sessions	8					8	
Unlimited # of Sessions		X		X	X		
No-Show Fee	\$10			-	\$25	-	

COLORADO STATE UNIVERSITY SYSTEM

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



# VISION for the Future

Also reviewing online services for **after hours** support. Important considerations are:

- Access to notes/follow-up
- Weighing actual need: no wait list
- Population preference for face-to-face

Need	Cost	Outcome
<p><b>Psychologist or Doctor of Psychology</b>  <i>Part-time position (32 hours/week)</i></p>	<ul style="list-style-type: none"> <li>• \$80,000 salary</li> <li>• \$26,760 fringe</li> </ul>	<ul style="list-style-type: none"> <li>• In collaboration with the Disability Resource Office, students will be able to be <b>evaluated on site</b> for learning disability accommodations.</li> <li>• <b>Psychological evaluation and testing</b> will provide the necessary documentation to support the involuntary leave policy.</li> <li>• Will also carry a <b>clinical case load</b>, consisting of the more severe clinical pathologies.</li> <li>• Member of the C.A.R.E.S. Team.</li> </ul>
<p><b>Clinician (Generalist)</b>  <i>Part-time position (32 hours/week)</i></p>	<ul style="list-style-type: none"> <li>• \$58,240 salary</li> <li>• \$18,753 fringe</li> </ul>	<ul style="list-style-type: none"> <li>• Will help meet the <b>growing demand</b> for services for the Counseling Center.</li> <li>• Will see <b>crisis</b> and walk-in appointments.</li> <li>• This would allow our specialists to take a more active involvement in campus life as part of our Wellness Campaign.</li> </ul>
<p><b>Desk Support position</b>  <i>Full-time position (40 hours/week)</i></p>	<ul style="list-style-type: none"> <li>• \$25,000 salary</li> <li>• \$8,050 fringe</li> </ul>	<ul style="list-style-type: none"> <li>• Provides customer service enhancement</li> <li>• Allows Administrative Counseling Specialist increased time to dedicate to <b>marketing</b> planning and execution</li> </ul>
<p><b>Psychiatric Nurse Practitioner</b>                      Increase from 16 hours per week to 20 hours per week during the academic year.</p>	<ul style="list-style-type: none"> <li>• \$5,120 salary</li> <li>• \$ 8,243 fringe benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses the increased need for <b>medication consultations</b>.                             <ul style="list-style-type: none"> <li>• Anxiety and depression are the leading reasons students seek counseling.</li> </ul> </li> </ul>
<p><b>TOTAL : \$230,166/year</b></p>		



# Sustainability



Based on projected enrollment growth aligned with Vision, the upgrades to the Counseling Center, with slightly increased student fees and fee-for-service, would be sustainable.

- The Counseling Center will ask for a student fee increase of \$0.25 for Fiscal Year 2021 to increase the Student Health Fee to \$8.75 per credit hour. *(Request in Spring of 2020)*
- In Fiscal Year 2022 we will ask for an additional \$0.25 to increase the Student Health Fee to \$9.00 per credit hour. *(Request in Spring of 2021)*
- Increase No-Show fee to \$15 per occurrence.
- Increase Acudetox to \$15 per appointment for Staff/Faculty.





## The Student Counseling Center:

- plays an important role in our mission

“to prepare modern students to navigate life and work in a rapidly changing world”

- is vital to student success,  
retention and general well-being



COLORADO STATE UNIVERSITY SYSTEM

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



**CSU GLOBAL**

**Student Assistance & Work-life Services  
for CSU-Global Online Students**

# CSU-Global Online Student Assistance Program

- **Clinical Services**
  - Clinical General Assistance
  - Clinical First Call Resolution
  - Face-to-Face Counseling
- **Work-life Support**
  - Work-life General Assistance
  - Daily Living Assistance
- **Website Database**
  - 7 categories from life-skills and info to mental and physical well-being



# Student Usage Data

- Clinical Counseling: 65
- Web Database Use: 645



# Web Database Statistics on Student Usage

- Lifestyle: 546
- Mental Health: 501
- Working: 204
- Physical Health: 149
- Parenting: 137
- International Challenges: 10
- Tools & Links for Life Mgmt: 11





**CSU GLOBAL**

# Section 5

## *Colorado State University Reports*

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

# Amundson-Farias Board of Governor's Report

as of July 25<sup>th</sup>, 2019

## Preface

Throughout the summer, our cabinet has worked hard to get a head start on a variety of issues that we see as instrumental to bettering our campus. We know that, though CSU loses many of its students during this time of year, our work is no less important nor urgent. For goals that we have aimed to complete during summer, we have either completed them or are on track to complete them before school starts. For most of our goals, we have made vital steps in preparing ourselves for the coming year, where they will come to fruition. I am very proud of the work my cabinet has put in thus far and am looking forward to all that we can accomplish in the coming year. We are excited and looking forward to the return of students, so that we can hold true to our campaign promises to work with students on parking, U+2, and food insecurity.

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## Student Health

Though her position is normally not required to work over the summer, our Director of Health, Gaby Brown, has generously given much of her time to accomplish several goals in the past two months. In line with our campaign promise to tackle food insecurity, she has taken the first step in improving Mobile Food Pantry and Pocket Pantry programs by starting an informational campaign that will make both programs more well-known and increase the availability to students. Additionally, she has begun work with the College of Agricultural Sciences to develop a community garden on campus, which will grow fruits and vegetables that will then be available to students.

Gaby Brown has also been working on planning a Health Fair at the start of the year. Additionally, she is currently exploring the option of using unused CSU Health Center space as a place for licensed doctors to volunteer their time for giving free checkups and physicals to low income students.

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## Parking and Transport

We are currently working on a variety of initiatives relating to improving the safety and awareness of transport around CSU. We are currently planning on providing the Rams Ride Right program with rewards for individuals who practice good transportation habits. Furthermore, we are also planning on having an informational seminar to help teach first year students bus practices and routes, so that they can feel more comfortable with navigating Fort Collins. Finally, we are aware of the fact that electric scooters are coming to Fort Collins and are in the process of forming a safety committee to gather input about how we can make these scooters safe for students and the community of Fort Collins.

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## U+2

Our Director of Governmental Affairs, Manny Santistevan, has been meeting with City Council members, the Mayor, and the City Manager to make sure that any proposal regarding affordable housing being voted on is fair. We know that there may be a vote as early as November on housing reform in Fort Collins.

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## Sustainability

Thanks to the good work of our Director of Environmental Affairs, Gina McCrackin, we now have both textile recycling and thin film plastic recycling on campus. Also, additional composting bins are in the process of being added to the Lory Student Center.

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## Events

Our Director of Traditions and Programs, Will Sharpe, has done an excellent job planning and coordinating our annual Grill the Buffs tradition, which is an all campus BBQ and pep rally prior to the CSU vs. CU game. By starting earlier than usual, Will has ensured that the Grill the Buffs this year will be better than any prior year.

**Board of Governors Report**

Faculty Council Representative; CSU – Fort Collins

Respectfully submitted by Stephanie Clemons, Ph.D., CSU-Fort Collins  
Faculty Representative to the Board of Governors

**August 8-9, 2019 BOG Meeting**

The CSU-Fort Collins Faculty Council Officers – Tim Gallagher, Ph.D., Sue Doe, Ph.D., and Stephanie Clemons, Ph.D. -- met with President Joyce McConnell and Provost Rick Miranda July 29, 2019 to discuss current academic and faculty issues. President McConnell will be addressing the Faculty Council at its first meeting of the academic year on September 3, 2019. The Faculty Council is looking forward to learning about President McConnell's impressions of Colorado State University-Fort Collins and hearing her speak on priorities regarding academic matters on campus.

The CSU-Fort Collins Faculty Council Annual Report to the Board of Governors July 2018 to May 2019 is as follows.

**COLORADO STATE UNIVERSITY  
FACULTY COUNCIL ANNUAL REPORT  
TO THE BOARD OF GOVERNORS  
July 2018 - May 2019**

**Current Faculty Council Officers:**

Timothy Gallagher, Chair  
Sue Doe, Vice Chair  
Margarita Lenk, BOG Faculty Representative  
Lola Fehr, Professional Registered Parliamentarian  
Rita Knoll, Executive Assistant

**Incoming Faculty Council Officers for 2019-2020:**

Timothy Gallagher, Chair  
Sue Doe, Vice Chair  
Stephanie Clemons, BOG Faculty Representative  
Lola Fehr, Professional Registered Parliamentarian  
Rita Knoll, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and the Libraries, and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2018-19 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2018-19 academic year.

**Action Items Requiring BOG Approval – 2018-19 Academic Year:**

*Academic Faculty and Administrative Professional Manual Revisions 2018-19:*  
Section C.2.1.9.3 – C.2.1.9.6 Membership and Organization  
Preface and Section H  
Section E.13 Advancement in Rank (Promotion)  
Section E.11.1 Appeal of Early Termination of Contract Faculty Appointments  
Appendix 7 – Bullying in the Workplace  
Section E.12 Performance Expectations for Tenure, Promotion, and Merit Salary Increases  
Section E.16 Appeal of Early Termination of Tenure-Track Faculty Appointments  
Section E.6 General Policies Relating to Appointment and Employment of Faculty  
Section E.12.1 Teaching and Advising  
Section I.8 Student Course Survey  
Section C.2.1.9.5 Standing Committees: Membership and Function  
Section D.2 University Committees of Faculty and Administrative Professionals  
Section C.2.3.1.d New department: Systems Engineering, in the Walter Scott, Jr. College of Engineering  
Section C.2.3.1.e Department name change in the College of Liberal Arts – Change Department of Anthropology to Department of Anthropology and Geography

Section I.11 Students Called to Active Duty  
 Section E.9.2 Individual Faculty Workload  
 Section E.12.2 Service  
 Section E.17 Renewal of Tenure-Track Faculty Appointments

*Candidates for Degrees:*

Fall Candidates 2018  
 Spring Candidates 2019  
 Summer Candidates 2019

*New Degree Programs:*

Master of Agribusiness Innovation Management, Plan C, Warner College of Natural Resources - effective Fall 2019  
 Master of Conservation Leadership, Plan C, Warner College of Natural Resources – effective Spring 2019  
 New Professional Doctorate: Doctor of Systems Engineering, Walter Scott, Jr. College of Engineering, Walter Scott, Jr. College of Engineering – effective Spring 2019  
 Professional Science Master’s in Biomanufacturing and Biotechnology – effective Fall 2019

*New Graduate Certificates:*

- Graduate Certificate in Advanced Silviculture for the Practicing Forester – Department of Forest & Rangeland Stewardship (*CSU Online only*)
- Graduate Certificate in Business Management – College of Business (*CSU Online only*)
- Graduate Certificate in Carbon Management – Department of Ecosystem Science & Sustainability
- Graduate Certificate in Radiological and Nuclear Safety – Department of Environmental & Radiological Health
- Graduate Certificate in Water Resources – Department of Ecosystem Science and Sustainability (*CSU Online only*)

**2018-19 General Catalog Revisions (BOG Approval Not Required)**

**2018-19 Curricular Policies and Procedures Handbook**

No change

**2018-19 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)**

Application: U.S. Citizens or Permanent Residents

The Advisory System

Admissions Requirements and Procedures, Application: International Students

**New Centers, Institutes and Other Special Units**

The Colorado Center for Cyber Security  
 Geospatial Centroid at CSU

**Routine Action Items for Faculty Council Approval (BOG Approval Not Required)**

Confirmation of Faculty Council Secretary and Parliamentarian

Elections:

Faculty Council Officers

Faculty Council Standing Committee Members

Graduate and Undergraduate Student Representatives on Faculty Council

Standing Committees

Grievance Panel

Discipline Panel

University Benefits Committee

Approval of Appeal Chair nominees for Student Conduct Services

Lory Student Center as Polling Site for Midterm Elections

All-University Core Curriculum (AUCC) language and requirements

Annual Reports (2018-19):

Faculty Council Standing Committees

University Benefits Committee

University Grievance Officer Annual Report

Changes in Curriculum – 2018-19

Recommendations for Continuance or Discontinuance of Centers, Institutes, and

Other Special Units

**Faculty Council Discussion Items 2018-19:**

None.

**Faculty Council Special Reports 2018-19:**

*September 4, 2018* –Suicide Prevention program “Notice & Respond” – Jody Donovan and Janelle Patrias

*October 2, 2018* – Neighbor to Neighbor – Deborah Mayer, Housing Solutions Coordinator; Emma Chavez, CARE Program Coordinator

*February 5, 2019* – Draft budget for Board of Governors – Provost Miranda  
PUMAS: Pathways to Understanding and MAstery of Statistics: A new program in  
STAT 100 Course Description and Goals – Statistics Department – Mary Meyer,  
Statistics and Don Estep, Chair, Statistics

Progress of approved *Manual* changes for NTTF – Jenny Morse, Chair, CoNTTF

*May 7, 2019* – Task Force on the Ethics of Learning Analytics – Matt Hickey, Chair,  
CoTL

**Faculty Council Campus Issues 2018-19:**

2018-2019 Budget Planning Issues

Non-Tenure Track Faculty

Bullying in the Workplace Policy

Faculty Salaries and Compensation

**MEMBERSHIP OF THE FACULTY COUNCIL  
2018-2019**

**OFFICERS**

**Chair: Timothy Gallagher**

**Vice-Chair: Sue Doe**

**Executive Assistant: Rita Knoll**

**BOG Representative: Margarita Lenk**

**Professional Registered Parliamentarian: Lola Fehr**

<b>ELECTED MEMBERS</b>	<b>REPRESENTING</b>	<b>TERM</b>
<b>Agricultural Sciences</b>		
Stephan Kroll	Agricultural and Resource Economics	2019
Jason Bruemmer	Animal Sciences	2021
Cynthia (Cini) Brown	Bioagricultural Sciences & Pest Management	2021
Adam Heuberger	Horticulture & Landscape Architecture	2019
Thomas Borch	Soil and Crop Sciences	2020
Jane Choi	College-at-Large	2019
Ruth Hufbauer	College-at-Large	2020
Bradley Goetz	College-at-Large	2019
<b>Health and Human Sciences</b>		
Stephanie Clemons (substituting for Nancy Miller sabbatical Spring '19)	Design and Merchandising	2021
Raoul Reiser	Health and Exercise Science	2021
David Sampson	Food Science and Human Nutrition	2019
Karen Barrett	Human Development and Family Studies	2020
Bolivar Senior	Construction Management	2020
Matt Malcolm	Occupational Therapy	2020
Thomas Chermack	School of Education	2021
Anne Williford	School of Social Work	2019
<b>Business</b>		
Bill Rankin	Accounting	2019
Stephen Hayne	Computer Information Systems	2021
Tianyang Wang	Finance and Real Estate	2019
Dawn DeTienne	Management	2021
Kathleen Kelly	Marketing	2021
Joe Cannon	College-at-Large	2019
John Hoxmeier	College-at-Large	2019
<b>Engineering</b>		
Kristen Rasmussen	Atmospheric Science	2021
Travis Bailey	Chemical and Biological Engineering	2019
Peter Nelson	Civil and Environmental Engineering	2021
Siddharth Suryanarayanan	Electrical and Computer Engineering	2019
Shantanu Jathar	Mechanical Engineering	2020
J. Rockety Luo	College-at-Large	2019

## Page 2 – Faculty Council Membership 2018-19

Steven Reising	College-at-Large	2019
Jason Quinn	College-at-Large	2021

**Liberal Arts**

Michael Pante	Anthropology	2020
Marius Lehene	Art	2019
Julia Khrebtan-Horhager	Communication Studies	2019
Ramaa Vasudevan	Economics	2020
Doug Cloud	English	2020
Albert Bimper	Ethnic Studies	2019
Jonathan Carlyon	Languages, Literatures and Cultures	2019
Thaddeus Sunseri	History	2020
Michael Humphrey	Journalism and Technical Communication	2020
Wesley Ferreira	Music, Theater, and Dance	2019
Moti Gorin	Philosophy	2019
Peter Harris	Political Science	2021
Tara Opsal	Sociology	2019
Antonio Pedros-Gascon	College-at-Large	2019
Steve Shulman	College-at-Large	2020
Allison Prasch	College-at-Large	2020
Lisa Langstraat	College-at-Large	2020
Marcela Velasco	College-at-Large	2021
Del Harrow	College-at-Large	2021
Maura Velazquez-Castillo	College-at-Large	2021

**Natural Resources**

Monique Rocca	Ecosystem Science and Sustainability	2020
David Koons	Fish, Wildlife, & Conservation Biology	2021
Chad Hoffman	Forest and Rangeland Stewardship	2020
Bill Sanford	Geosciences	2020
Tara Teel	HDNR in Warner College	2020

**Natural Sciences**

Jennifer Nyborg	Biochemistry and Molecular Biology	2019
Melinda Smith	Biology	2021
George Barisas	Chemistry	2020
Ross McConnell	Computer Science	2019
Yongcheng Zhou	Mathematics	2020
Dylan Yost	Physics	2021
Silvia Canetto	Psychology	2019
Mary Meyer	Statistics	2019
Chuck Anderson	College-at-Large	2020
Anton Betten	College-at-Large	2019
TBD	College-at-Large	2018
Brad Conner	College-at-Large	2021
Alan Van Orden	College-at-Large	2020

**Veterinary Medicine & Biomedical Sciences**

DN Rao Veeramachaneni	Biomedical Sciences	2019
Dean Hendrickson	Clinical Sciences	2019
Elizabeth Ryan	Environmental & Radiological Health Sciences	2020
Tony Schountz	Microbiology, Immunology and Pathology	2021
Noreen Reist	College-at-Large	2020
Jennifer Peel	College-at-Large	2020
William Black	College-at-Large	2020
Marie Legare	College-at-Large	2019
Anne Avery	College-at-Large	2019
Tod Clapp	College-at-Large	2019
Dawn Duval	College-at-Large	2019
TBD	College-at-Large	2018
Gerrit (Jerry) Bouma	College-at-Large	2021

**University Libraries**

Linda Meyer	Libraries	2019
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**Ex Officio Voting Members**

Timothy Gallagher	Chair, Faculty Council/Executive Committee	2019
Sue Doe	Vice Chair, Faculty Council	2019
Margarita Lenk	BOG Faculty Representative	2019
Don Estep, Chair	Committee on Faculty Governance	2019
Todd Donovan, Chair	Committee on Intercollegiate Athletics	2019
Jerry Magloughlin	Committee on Libraries	2019
Jenny Morse, Chair	Committee on Non-Tenure Track Faculty	2020
Marie Legare, Chair	Committee on Responsibilities & Standing of Academic Faculty	2020
Donald Samelson, Chair (Fall '18)	Committee on Scholarship Research and	
Sid Suryanarayanan Chair (Spring '19)	Graduate Education	2019
Karen Barrett, Chair	Committee on Scholastic Standards	2019
Joseph DiVerdi, Chair	Committee on Strategic and Financial Planning	2019
Matt Hickey, Chair	Committee on Teaching and Learning	2019
Mo Salman, Chair	Committee on University Programs	2019
Bradley Goetz, Chair	University Curriculum Committee	2019
Susan (Suellen) Melzer	Committee on Non-Tenure Track Faculty	2021
Denise Apodaca	Committee on Non-Tenure Track Faculty	2021
Christine Pawliuk	Committee on Non-Tenure Track Faculty	2019
Patty Stutz-Tanenbaum	Committee on Non-Tenure Track Faculty	2019
Daniel Baker	Committee on Non-Tenure Track Faculty	2020
Leslie Stone-Roy	Committee on Non-Tenure Track Faculty	2019
Mary Van Buren	Committee on Non-Tenure Track Faculty	2020
Steve Benoit	Committee on Non-Tenure Track Faculty	2019
Natalie Ooi	Committee on Non-Tenure Track Faculty	2021



***Ex-Officio Non-Voting Members***

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Special Advisor to the President
Kim Tobin	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Louis Swanson	Vice Provost for Engagement/Director of Extension
Leslie Taylor	Vice President for Enrollment and Access
Dan Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean Libraries
Jim Cooney	Vice Provost for International Affairs
Pam Jackson	Interim Vice President for External Relations
Alan Rudolph	Vice President for Research
Blanche M. Hughes	Vice President for Student Affairs
Kelly Long	Vice Provost for Undergraduate Affairs
Lynn Johnson	Vice President for University Operations
Ajay Menon	Dean, College of Agricultural Sciences
Jeff McCubbin	Dean, College of Health and Human Sciences
Beth Walker	Dean, College of Business
David McLean	Dean, College of Engineering
Mary Stromberger	Dean, Graduate School
Ben Withers	Dean, College of Liberal Arts
Jan Nerger	Dean, College of Natural Sciences
Mark Stetter	Dean, College of Vet. Medicine & Biomedical Sciences
John Hayes	Dean, Warner College of Natural Resources
Shannon Wagner	Chair, Administrative Professional Council

## **COLORADO STATE UNIVERSITY PRESIDENT'S REPORT**

Board of Governors of the Colorado State University System  
August 9, 2019

### **I. MAJOR HONORS AND AWARDS**

#### **A. More than 4,400 degrees conferred during Spring Commencement**

Colorado State University conferred degrees on more than 4,400 graduates at Spring 2019 commencement ceremonies held May 17-19. College ceremonies and ROTC commissionings recognized 3,374 undergraduate and 1,065 graduate students, including 837 master's degree recipients, 87 doctoral students, 141 Doctors of Veterinary Medicine, and 29 Army and Air Force ROTC commissionees. Undergraduate students represented 185 majors and graduate students from 158 programs. 53 undergraduates were candidates for distinction as summa cum laude, 142 as magna cum laude, and 202 as cum laude. Those expected to earn degrees in Summer 2019 also were honored at the May Commencement, including 754 undergraduates from 147 majors – four summa cum laude, nine magna cum laude, and 14 cum laude – and 440 graduate students, including 103 doctoral students from 114 programs.

#### **B. Dr. Susan VandeWoude named to the National Academy of Sciences**

Dr. Susan VandeWoude, associate dean for research in the College of Veterinary Medicine and Biomedical Sciences, has been elected to join the National Academy of Sciences, one of the highest honors for scientists, in recognition of distinguished and continuing achievements in original research. VandeWoude is the second female researcher from CSU to join the NAS, and the 12th faculty member elected to the reigning body of national thought leaders on all things scientific. She is also the only researcher from Colorado included among this year's inductees. A veterinarian, teacher, and researcher, VandeWoude has specialized in studying conditions affecting cats, both big and small, including feline immunodeficiency virus, which can leave animals vulnerable to other infections. Her discoveries are linked to both animal and ecological concerns, and the findings shed light on the emergence and spread of viruses in the human population. VandeWoude has worked in a variety of roles, including clinical, administrative, teaching and research activities. She served as director of Laboratory Animal Resources from 2007-2011. Over the last 15 years, VandeWoude and her interdisciplinary team of scientists at CSU and other institutions have been exploring the ecology of viruses in natural hosts.

#### **C. Atmospheric science NOAA partnership renewed at Colorado State University**

The Cooperative Institute for Research in the Atmosphere (CIRA) – one of the nation's most influential atmospheric science-oriented research institutes, based at Colorado State University – was awarded in May a new \$128 million cooperative agreement with the National Oceanic and

Atmospheric Administration. CIRA supports a broad spectrum of NOAA research, including forecast model improvements, hurricane track and intensity forecasting, real-time satellite tools for the National Weather Service, and forecaster training on use of satellite observations. First established in 1980 as a partnership between CSU and NOAA, CIRA is among only 16 cooperative institutes established at premier centers of research excellence across the country. CIRA is a research center of CSU's Walter Scott, Jr. College of Engineering and led by Christian Kummerow, a professor in CSU's Department of Atmospheric Science. The institute is located on the foothills campus at Colorado State, with off-campus teams at NOAA labs in Boulder; Kansas City, Mo.; Washington, D.C.; and Miami.

**D. CU School of Medicine partnering with CSU to open medical school branch**

The University of Colorado School of Medicine is in the planning stages to establish a medical school branch in Fort Collins in partnership with Colorado State University. The partnership aims to create a training program that will build on the strengths of both universities, joining CU School of Medicine's leading medical education and research programs with CSU's expertise in human, animal, and public health. The partners expect to enroll the first students in the program in 2021. The first class in the CSU program would include about a dozen students, who would be taking all four years of their studies on the Fort Collins campus. Eventually, the branch could enroll as many as 48 students per year. Students at the branch would earn medical degrees from the CU School of Medicine. The process of building out the fourth floor of the CSU Health and Medical Center to accommodate classrooms and administrative offices is underway, while the medical school has begun creating the new curriculum. Existing faculty from both CSU and CU will be teaching at the branch and new positions will be hired as needed.

**E. CSU mentoring program named finalist for national community engagement award**

Colorado State University's Campus Connections youth mentoring program in June was named a regional winner of the 2019 W. K. Kellogg Foundation Community Engagement Scholarship Award by the Association of Public and Land-grant Universities. As a regional winner, CSU will compete with Cornell University, University of Louisville, and Purdue University for the national C. Peter Magrath Community Engagement Scholarship Award, which will be announced during the APLU's annual meeting in November. The 10-year-old Campus Connections program, based in CSU's Department of Human Development and Family Studies, pairs CSU undergraduate students with underprivileged, at-risk students in the community, benefitting both populations.

**F. Colorado State's Infectious Disease Research Center named 2019 Bioscience/Medical Manufacturer of the Year**

Colorado State University's Infectious Disease Research Center was recognized on April 4 as the 2019 Bioscience/Medical Manufacturer of the Year at the Colorado Manufacturing Awards in Denver. The Colorado Manufacturing Awards are presented by CompanyWeek, which provides digital media reporting on the regional manufacturing economy, and Manufacturer's Edge, the official representative of the Manufacturing Extension Partnership in Colorado. The Center was honored for its work to support development and manufacturing of diagnostics, therapeutics and vaccine products on behalf of government, academic and private sector organizations. The

Infectious Disease Research Center offers university investigators, government scientists, and industry representatives opportunities to collaboratively research the basic biology, biochemistry, molecular biology and epidemiology of bacteria and viruses that cause human and animal diseases.

### **G. CSU Professor wins FoodShot Global Groundbreaker Prize**

University Distinguished Professor Professor Keith Paustian on June 10 was awarded the inaugural FoodShot Global GroundBreaker Prize. The award comes with \$250,000 to accelerate the global adaptation of his COMET tool systems. Paustian's specialized technology provides farmers and land managers with sustainability metrics that can be used for decision support, as well as providing the information necessary to effectively implement policies that promote regenerative and conservation-based agricultural practices at scale. FoodShot Global is the world's first collaborative capital investment platform that catalyzes innovation to transform the food system.

## **II. STUDENT SUCCESS**

### **A. Master's degree in biomanufacturing and biotechnology launching this fall**

A master's degree that will provide focused training in emerging biotechnology fields will be offered at Colorado State University starting this fall. The Professional Science Master's in Biomanufacturing and Biotechnology, housed in the Department of Chemical and Biological Engineering, will be the first Professional Science Master's Degree offered by the Walter Scott, Jr. College of Engineering. Students who enroll in the two-year program will specialize in one of three areas: cell and tissue engineering; biofuels; or protein engineering, also known as synthetic biology. In Colorado alone, the bioscience industry, which includes more than 720 companies employing 30,000 people, experienced a 5.3 percent direct employment increase from approximately 2014-2016, according to the Colorado Bioscience Association.

### **B. Master's programs in biological data analytics, microscope imaging to begin this fall**

Two new master's degrees offered by CSU's College of Natural Sciences – Professional Science Master's Degree in Biological Data Analytics and the Professional Science Master's Degree in Microscope Imaging Technology – will be open to students this fall. Both programs are housed in the Department of Biochemistry and Molecular Biology but are highly interdisciplinary, drawing coursework from a range of disciplines spanning a dozen departments at CSU. With the 21st century becoming the era of “big data,” CSU developed the new master's program in Biological Data Analytics to answer the growing need for trained professionals in high-level analysis of biological data. The Professional Science Master's Degree in Microscope Imaging Technology is the first such master's-level program available nationwide and is meant to fill an interdisciplinary void of people equipped to work in or lead an imaging facility at a university, research operation, or government agency.

### **C. Broncos, CSU host sports management Rookie Camp**

In June, Colorado State University and the Denver Broncos teamed up to provide Colorado's high school students an inside look at what it takes to build a career in the sports industry. The Denver

Broncos Sport Management Institute at CSU presented its first Rookie Camp on June 8 at Canvas Stadium. The agenda included several breakout sessions, led by Denver Broncos and CSU athletics leadership, covering essential elements of sports management. The DBSMI was established in 2015 as an academic minor program that includes classes in several CSU colleges. The partnership is unique – no other university teams up with an NFL franchise to provide educational and leadership opportunities. DBSMI is planning a master’s program that will launch in 2020.

### **III. INNOVATION AND RESEARCH**

#### **A. Dynamics of key viral attack strategy visible for first time**

Colorado State University scientists Tim Stasevich and Brian Munsky have developed detailed imaging technology and computational analyses to — for the first time — visualize, quantify, and understand frameshifting mechanisms at the level of single molecules in living cells. Many infectious viruses, from HIV to West Nile, rely on a fundamental biological process called frameshifting to maximize their attack. Long identified as a key mechanism viruses use to proliferate inside their hosts, the real-time dynamics of frameshifting had never been directly observed until now. Munsky’s modeling group recreated all the Stasevich lab’s frameshifting observations through detailed computer simulations of ribosome traffic along RNA molecules. Stasevich is a Monfort Professor and assistant professor in the Department of Biochemistry and Molecular Biology. Munsky is a former Richard P. Feynman Fellow at Los Alamos National Laboratory and assistant professor in the Department of Chemical and Biological Engineering. The June 6 publication of their work in the journal *Molecular Cell* includes first author and graduate student Kenneth Lyon and computational modeling support from postdoctoral researcher Luis Aguilera.

#### **B. Northern Colorado bison herd flourishes**

In July, a team from Colorado State University and the City of Fort Collins released eight bison on the windswept plains of the Soapstone Prairie Natural Area and the Red Mountain Open Space. The Laramie Foothills Bison Conservation Herd was established with nine females and one male calf in November 2015. The bison had valuable genetics from the Yellowstone National Park Herd and – thanks to science implemented at CSU – the animals were also disease-free. Less than four years later, there are 76 bison.

Over the past few years, the project’s partners – CSU, the City of Fort Collins and Larimer County – have contributed bison to conservation efforts across the United States. This includes teaming up with the Minnesota Zoo, which is helping restore bison to some of the state park systems in that state, and the Pueblo of Pojoaque tribe in New Mexico, which manages bison on the Rio Mora National Wildlife Refuge, in partnership with the Denver Zoo.

In July, two bulls from the herd were delivered to the Oakland Zoo, where they will breed with female bison from the Blackfeet Nation, which partners with the zoo on its Innii Initiative, which aims to conserve traditional lands, protect Blackfeet culture and create a home for the buffalo. These female bison are from the Elk Island National Park in Alberta, Canada, and are descendants from animals captured on the Blackfeet land in the late 1800s. The calves that are produced will

go back to the reservation and live on the natural landscape in Montana. The bulls will follow suit, after a few years of breeding at the zoo.

Teri Dahle, coordinator for the Iinnii Initiative, said that the return of the buffalo to Native lands provides hope for members of the Blackfoot Confederacy, which includes the Blackfoot Nation-Amskapi Piikuni (Montana), Kainai-Blood Tribe (Alberta), North Peigan-Piikani Nation (Alberta) and Siksika Nation (Alberta). CSU's Jennifer Barfield, a reproductive physiologist, serves as the scientific lead.

### **C. Underrepresented faculty play an uneven role in advancing diversity and inclusion, CSU study finds**

A team of researchers led by Colorado State University graduate student Miguel Jimenez and postdoctoral fellow Theresa Laverty recommend that institutions dedicate or reallocate more resources for diversity and inclusion activities and reconsider how faculty are evaluated to ensure shared responsibility. The researchers surveyed 469 faculty members from ecology and evolutionary biology programs at universities across the United States and found that while most people who responded to the survey reported engaging in diversity and inclusion activities, those who participated in these activities at the highest levels were more likely to identify themselves as non-white, non-male or the first generation in their family to attend college. The research team also found that this type of engagement was not perceived as being important for obtaining tenure and that faculty identified time and funding as major limitations to take part in diversity and inclusion activities. The study was published June 3 in *Nature Ecology & Evolution*. Study co-authors include Liba Pejchar, associate professor in the CSU Department of Fish, Wildlife and Conservation Biology and CSU postdoctoral researcher Kate Wilkins.

### **D. Americans' beliefs about wildlife management are changing**

A new 50-state study on "America's Wildlife Values" – the largest and first of its kind – led by researchers at Colorado State University and The Ohio State University describes individuals' values toward wildlife across states. Researchers found large declines over time in several states for the group of people defined as *traditionalists*, or those who believe animals should be used for purposes that benefit humans, like hunting, and medical research. *Mutualists*, on the other hand, believe that animals deserve the same rights as humans. They view animals as companions and part of their social networks, and project human traits onto animals. Researchers also surveyed fish and wildlife agency leaders and staff from 30 states for this project. While diversity continues to grow across the United States, the wildlife profession is dominated by white males: 91 percent of agency respondents identified as white and 72 percent identified as male. The study's findings have implications for wildlife managers who want to engage more diverse state residents in conservation and management efforts. Results from the research show that 50 percent of Hispanic residents and 43 percent of Asians identified as mutualists, compared to 32 percent of Whites, and both groups have half as many traditionalists. Hispanics and Asians are far less likely than Whites to have ever hunted or fished, according to study data. Michael Manfredi is one of the study's lead investigators and head of the Department of Human Dimensions of Natural Resources at CSU.

### **E. Chemists could make ‘smart glass’ smarter by manipulating it at the nanoscale**

Colorado State University chemists have devised a potentially major improvement to both the speed and durability of “smart glass” by providing a better understanding of how the glass works at the nanoscale. Smart glass, an energy-efficiency product found in newer windows of cars, buildings, and airplanes, slowly changes between transparent and tinted at the flip of a switch. The researchers offer an alternative nanoscale design for smart glass in new research published June 3 in *Proceedings of the National Academy of Sciences*. The project started as a grant-writing exercise for graduate student and first author R. Colby Evans, whose idea turned into an experiment involving two types of microscopy. Evans is advised by Justin Sambur, assistant professor in the Department of Chemistry, who is the paper’s senior author. The smart glass that Evans and colleagues studied is “electrochromic,” which works by using a voltage to drive lithium ions into and out of thin, clear films of a material called tungsten-oxide. The researchers specifically studied electrochromic tungsten-oxide nanoparticles, which are 100 times smaller than the width of a human hair. Their experiments revealed that single nanoparticles, by themselves, tint four times faster than films of the same nanoparticles. Their imaging technique offers a new method for correlating nanoparticle structure and electrochromic properties; improvement of smart window performance is just one application that could result. Their approach could also guide applied research in batteries, fuel cells, capacitors, and sensors. The paper’s co-authors include Christina Cashen, a CSU chemistry graduate student; and Christopher R. Weinberger, a professor in CSU’s Department of Mechanical Engineering.

### **F. New research shows importance of climate on spruce beetle flight**

If the climate continues warming as predicted, spruce beetle outbreaks in the Rocky Mountains could become more frequent, according to a new multi-year study led by Colorado State University. While insect disturbances naturally cycle through forests, the current spruce beetle epidemic affecting Colorado Engelmann spruce forests has been one of the largest on record. The Colorado State Forest Service estimates that since 1996, more than 40 percent of the state’s high-elevation forests – encompassing an area larger than Delaware and Rhode Island combined – have already been affected by the latest cycle. According to the research team, this has resulted in a widespread die-off of trees valued for their contributions to clean water, recreation, and wood products. The study, recently published in *Environmental Entomology*, provides new clues about spruce beetle behavior. Study co-authors Seth Davis, assistant professor in CSU’s Forest and Rangeland Stewardship department, and Isaac Dell, a graduate student at Montana State University, combined new beetle population and environmental data with climate projection models to see what could be in store in the future. Their results indicate slightly warmer conditions could contribute to longer flight periods and more eruptive beetle populations, due to larger populations of fertile females. This combination could equate to more intense insect pressure on spruce forests.

#### IV. COMMUNITY IMPACT

##### A. Canine cancer prevention vaccine study seeks participants

As part of the largest interventional canine clinical trial ever conducted, veterinarians leading the Vaccine Against Canine Cancer Study seek to enroll 800 healthy, middle-aged pet dogs to evaluate the effectiveness of a new cancer prevention vaccine. The clinical trials portion of the study is led by Colorado State University's Dr. Douglas Thamm, director of clinical research at the Flint Animal Cancer Center at the James L. Voss Veterinary Teaching Hospital. Because of the size and scope of the project, three veterinary schools will participate in the clinical trials. In addition to CSU, the University of Wisconsin-Madison, and the University of California-Davis also will recruit patients for the study. Patients that receive the placebo vaccine are expected to develop cancer at normal rates. The trial will determine whether the vaccine can delay or prevent cancer development in the vaccinated group. Any owner whose dog develops cancer during the trial, on either the test or control arm, will be given a hospital credit that can be used for the diagnosis and treatment of their cancer. The project is supported by a multiyear grant of \$6.4 million from the Open Philanthropy Project, which was awarded to Johnston in 2018. If successful, this trial would provide strong support for the concept of using vaccines to prevent cancer in its earliest stages and could eventually justify human clinical trials.

#### V. FISCAL STRENGTH

##### Major Gift Report

	June 2019		FY 2019		FY 2018	
	AMOUNT	COUNT	AMOUNT	COUNT	AMOUNT	COUNT
Contributions	\$9,869,473	5,189	\$98,590,392	37,812	\$117,424,785	35,946
Irrevocable Planned Gifts	-	-	\$1,050,100	3	\$257,736	6
Revocable Gifts and Conditional Pledges	\$280,000	4	\$49,464,741	107	\$27,723,774	92
Payments to Commitments Prior to Period	(\$3,961,599)	677	(\$16,115,549)	1,045	(\$23,534,100)	1,381
Total Philanthropic Support	\$6,187,875	4,767	\$132,989,684	37,589	\$121,872,195	35,648
Other Private Support	\$3,775,026	899	\$29,947,645	3,068	\$30,897,186	3,105
Net Private Support	\$9,962,901	5,570	\$162,937,329	39,482	\$152,769,380	37,314

##### Major Gifts not previously reported

\$3,500,000 revocable commitment to support the *Maltby/Phillips Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$3,000,000 revocable commitment to support the *Nancy Goodman McIlwraith, DVM Endowed Chair for Equine Orthopaedics*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 gift to support the *Jeff Neu CT Suite*, College of Veterinary Medicine & Biomedical Sciences



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\$1,000,000 gift to support the *CSURF Gifts of Land – Other, Other Areas*

\$1,000,000 gift designated as \$600,000 to support the *Fostering Success Leadership Endowment*, Student Affairs, \$342,105 to support the *Fostering Success Scholarship Endowment*, Student Affairs, \$52,632 to support the *Galena Fostering Success Housing Assistance Endowment*, Student Affairs, and \$5,263 to support the *Galena Fostering Success Housing Assistance*, Student Affairs

\$375,000 revocable commitment designated as \$187,500 to support the *Mark S. Goldrich Music Scholarship Endowment*, College of Liberal Arts, and \$187,500 to support the *Mark Goldrich Scholarship in Real Estate Endowment*, College of Business

\$361,000 gift to support the *Mechanical Engineering*, College of Engineering

Revocable commitment to support the *Mildred and Col. Albert Giaccio Civil Engineering Scholarship Endowment*, College of Engineering

\$300,000 revocable commitment designated as \$105,000 to support the *Morgan and University Libraries Endowment*, Morgan Library, \$105,000 to support the *Robert S. Whitney Memorial Scholarship Endowment*, College of Agricultural Sciences, and \$90,000 to support the *College of Agricultural Sciences Enrichment*, College of Agricultural Sciences

\$275,000 gift to support the *Hydrocarbon Research – Department of Civil Engineering*, College of Engineering

\$250,000 revocable commitment to support the *Animal Cancer Center*, College of Veterinary Medicine & Biomedical Sciences

\$250,000 revocable commitment to support the *Companion Care Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$250,000 gift to support the *C. Wayne McIlwraith Translational Medicine Institute*, College of Veterinary Medicine & Biomedical Sciences

\$240,000 gift to support the *Hummel Family Scholarship*, College of Veterinary Medicine & Biomedical Sciences

\$226,878 planned gift to support the *Fred and Margaret Ricks Scholarship Endowment*, College of Agricultural Sciences

\$225,000 in gifts designated as \$125,000 to support the *Orthopedic Medicine and Mobility Discretionary*, and \$100,000 to support the *Gentle Giant*, College of Veterinary Medicine & Biomedical Sciences

Gift to support the *Gregory Allicar Museum of Art*, College of Liberal Arts

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\$198,211 gift to support the *College of Liberal Arts Research*, College of Liberal Arts

\$195,000 in gifts to support the *Center for Companion Animal Studies*, College of Veterinary Medicine & Biomedical Sciences

Revocable commitment to support the *CSURF Gifts of Land – WCNR*, Warner College of Natural Resources

\$175,000 gift to support *The Shumi Shar-Pei Autoinflammatory Disease (SPAID) Project*, College of Veterinary Medicine & Biomedical Sciences

\$150,000 pledge to support the *Platinum Performance Sports Medicine*, College of Veterinary Medicine & Biomedical Sciences

\$150,000 gift to support the *Save the Egg*, College of Veterinary Medicine & Biomedical Sciences

\$105,361 gift to support the *One Cure*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Neurology Research*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Moby Arena Locker Room Renovation*, Athletics

\$100,000 revocable commitment designated as \$50,000 to support the *Jim Harper Scholarship Endowment*, College of Liberal Arts, and \$50,000 to support the *Dianne Harper Scholarship Endowment*, College of Agricultural Sciences

\$100,000 gift to support the *Petersen Family Hacking for Defense Program*, College of Business

\$100,000 gift designated as \$50,000 to support the *Lilla B. Morgan Scholarship Endowment*, Enrollment & Access, and \$50,000 to support the *Morgan and University Libraries Endowment*, Morgan Library

## **VI. NOTABLE HIRES AND PERSONNEL CHANGES**

### **A. Jannine Mohr promoted to Deputy General Counsel for the CSU System**

Jannine Mohr, an attorney in the Office of the General Counsel at Colorado State University, has been promoted to the senior leadership position of Deputy General Counsel, overseeing the legal office at the flagship institution of the CSU System. In her new role, Mohr will manage the Fort Collins legal team, which includes six attorneys and five staff members. She was appointed to the deputy role by Jason Johnson, who previously served as deputy prior to becoming general counsel for the CSU System in January 2017. Mohr assumed leadership of the Fort Collins office in May. Mohr has served as an attorney for CSU for more than a decade, joining the university legal team in 2008, where much of her work has focused on employment law and constitutional issues. Prior to serving as university counsel, Mohr worked in Denver as a trial attorney in private practice for

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eight years, litigating a wide range of legal subject areas. Mohr earned a Juris Doctor from the University of Denver Sturm College of Law in 2000 and served as a law clerk for the Hon. Barry Ted Moskowitz in the United States District Court for the Southern District of California before entering private practice. Prior to her law studies, she earned a Bachelor of Arts from Colorado State University. Along with her legal work at the university, Mohr has presented on various legal topics both nationally and internationally, as well as spending time in the classroom, sharing her expertise with CSU students. She has taught the course Law in Student Affairs in the Student Affairs in Higher Education (SAHE) program. SAHE students nominated Mohr for the 2014 College of Health and Human Sciences Best Teacher Award, and in 2018, she received the Dean's Recognition Award from the College of Natural Sciences. Mohr has also served as a staff member in the United States Senate. In 2011 and again in 2015, she was appointed by Colorado Gov. John Hickenlooper to serve on the Colorado Limited Gaming Control Commission, where she currently serves as chair.

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MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Tony Frank, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

<u>LEAVE OF ABSENCE</u>			
NAME	DEPARTMENT	FROM	TO
Anderson, Tami	Health Network Counseling	04/15/19	04/15/19
Antonelli, Lara	Health Network Medical	05/20/19	05/31/19
Antonelli, Lara	Health Network Medical	06/03/19	06/21/19
Aziz, Asad	Management	08/16/19	12/31/19
Black, Raymond	Ethnic Studies	04/11/19	08/15/19
Bontadelli, Johnna	Health Network Medical	05/06/19	05/06/19
Bontadelli, Johnna	Health Network Medical	05/13/19	05/13/19
Bontadelli, Johnna	Health Network Medical	06/03/19	06/24/19
Bowden, Helen	Health Network Counseling	06/13/19	06/28/19
Brant, John	CEMML	06/06/19	06/12/19
Bunte, Kristin	Civil and Environmental Engineering	06/07/19	12/06/19
Christine Prins	Western Region	04/15/19	04/22/19
Claridy, Mia	CEMML	06/10/19	Unknown
Cleary, Rebecca	Agricultural & Resource Economics	02/05/19	04/05/19
Dallas, Tiffany	Admissions	06/03/19	07/01/19
Darling, Andrew	Geosciences	07/01/19	07/31/19
Davis, Richard	CEMML	05/03/19	05/15/19
Discoe, Christine	English	06/13/19	Unknown
Dold, Michael	School of Music, Theatre, Dance	06/11/19	07/26/19
Dosso, Mamouetiema	Auditing	08/19/19	09/02/19
Drobnitch, Sarah	Soil and Crop Sci	04/11/19	07/03/19
Elffner, Terri	Health Network Medical	05/01/19	05/31/19
Elffner, Terri	Health Network Medical	05/01/19	05/31/19
Elffner, Terri	Health Network Medical	06/06/19	06/27/19

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<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Gaitan, Larry	CEMML	06/17/19	06/17/19
Gerlitzki, Elizabeth	Health Network Medical	05/13/19	05/31/19
Gerlitzki, Elizabeth	Health Network Medical	05/13/19	05/31/19
Gerlitzki, Elizabeth	Health Network Medical	06/03/19	06/28/19
Hants, Logan	CEMML	03/08/19	03/15/19
Harding, Marie	Women & Gender Advocacy Center	04/26/19	07/16/19
Hargis, Laren	CEMML	03/28/19	03/28/19
Heifner, Lisa	Health Network Counseling	05/09/19	05/31/19
Heifner, Lisa	Health Network Counseling	06/24/19	06/28/19
Heikes, Ross	Atmospheric Science	05/16/19	11/16/19
Herman, Daniel	Health Network Counseling	05/13/19	05/17/19
Hodges, Heather	Microbiology, Immunology, and Pathology	06/13/19	Unknown
Hoening, Mark	Health Network Medical	05/01/19	05/31/19
Hoening, Mark	Health Network Medical	06/03/19	06/28/19
Jeon, Hwayoung	Economics	04/09/19	Unknown
Jesser, Kip	Eastern Colo Research Ctr	06/01/19	09/06/19
Johnson, BethAnee	CEMML	06/05/19	Unknown
Johnson, BethAnee	CEMML	06/05/19	Unknown
Kane, Sarah	Microbiology, Immunology, and Pathology	04/01/19	05/06/19
Keller, Alexandria	College of Natural Sciences	04/05/19	04/30/19
Keller, Alexandria	College of Natural Sciences	05/01/19	05/31/19
Knoeck, Matthew	Laboratory Animal Resources	03/19/19	Unknown
Knoeck, Matthew	Laboratory Animal Resources	04/25/19	Unknown
Knoeck, Matthew	Laboratory Animal Resources	05/01/19	Unknown
Long, Heidi	CEMML	04/06/19	04/25/19
Malberg, Mandy	Continuing Education - Administration	04/19/19	05/17/19
Mann, Bruce	Lory Student Center	03/01/19	03/01/19
Mann, Bruce	Lory Student Center	03/06/19	03/06/19
Mann, Bruce	Lory Student Center	03/29/19	03/29/19
Mann, Bruce	Lory Student Center	04/01/19	04/20/19
Mann, Bruce	Lory Student Center	05/02/19	05/31/19
Matthews, Jon	Health Network Medical	05/01/19	05/29/19
Mensah, Ashley	Warner College of Natural Resources	03/26/19	03/26/19
Mensah, Ashley	Warner College of Natural Resources	03/28/19	03/28/19
Mensah, Ashley	Warner College of Natural Resources	03/29/19	03/29/19
Mensah, Ashley	Warner College of Natural Resources	04/01/19	Unknown
Mensah, Ashley	Warner College of Natural Resources	05/03/19	06/02/19
Mensah, Ashley	Warner College of Natural Resources	06/21/19	Unknown
Morse, Emily	Health Network Medical	05/02/19	05/30/19
Morse, Emily	Health Network Medical	06/06/19	06/27/19
Moss, Jennifer	CEMML	02/01/19	02/08/19

## Board of Governors of the Colorado State University System

Meeting Date: August 8-9, 2019

## Report Item

<b><u>LEAVE OF ABSENCE</u></b>			
NAME	DEPARTMENT	FROM	TO
Orswell, Forrest	Student Legal Svcs	03/20/19	03/20/19
Orswell, Forrest	Student Legal Svcs	04/19/19	04/19/19
Orswell, Forrest	Student Legal Svcs	05/16/19	05/16/19
Orswell, Forrest	Student Legal Svcs	05/31/19	05/31/19
Oxenhandler, Jenna	Fort Collins Diag Lab	03/01/19	Unknown
Oxenhandler, Jenna	Fort Collins Diag Lab	05/13/19	unknown
Oxenhandler, Jenna	Fort Collins Diag Lab	04/29/19	04/30/19
Roberts-Goranson, Shari	Laboratory Animal Resources	03/26/19	Unknown
Roberts-Goranson, Shari	Laboratory Animal Resources	04/25/19	Unknown
Roberts-Goranson, Shari	Laboratory Animal Resources	06/17/19	Unknown
Schook, Derek	Forest & Rangeland Stewardship	03/11/19	03/15/19
Sharpe, Angela	INTO	6/26/19	Unknown
Smith, Jennifer	Vice President for External Relations	06/10/19	06/30/19
Stewart, Robert	College of Engineering	06/01/19	07/01/19
Templet, Laura	Health Network Counseling	04/12/19	04/12/19
Templet, Laura	Health Network Counseling	04/15/19	04/15/19
Thompson, Jennifer	CEMML	06/19/19	Unknown
Thorson, Loni	English	7/1/19	8/15/19
Vesty, Jill	Health Network Medical	05/20/19	05/31/19
Vesty, Jill	Health Network Medical	06/03/19	06/28/19
Whitesell, Julie	Health Network Medical	05/20/19	05/28/19
Whitesell, Julie	Health Network Medical	05/20/19	05/28/19
Whitesell, Julie	Health Network Medical	06/03/19	06/28/19
Wolf, Jesse	Health Network Counseling	04/15/19	04/19/19
Wolf, Jesse	Health Network Counseling	05/13/19	05/17/19
Wright, Lance	Lory Student Center	07/01/19	01/06/20

# Section 6

## *Executive Session*

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# Section 7

## *CSU-Global Campus Reports*

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



Board of Governors to the  
Colorado State University System  
August 8th-9th, 2019  
Student's Report

### **CSU-Global provides most modern platforms and technology to support all students**

For the first report I think it would be helpful to provide some background information about myself and my educational and professional career.

I have been involved in the CSU System now for 6 years as I am a Colorado State University - Pueblo alumni. I selected CSU-Pueblo for its smaller class size, beautiful campus, and to pursue my undergraduate degree in Biology (pre-biomedical sciences). I graduated in 2017 with a degree in Biology and three minors in chemistry, accounting and communication and rhetoric. Once I graduated I started the job search. I had an internship as a bookkeeper whilst in school at CSU-Pueblo and accepted a position as an accountant at a small company in Boulder, CO. After a year of working as a professional I decided that a masters degree in professional accounting with an emphasis in taxation was what I needed to take the next steps in my career.

I chose CSU-Global for several reasons. The convenience of being able to pursue my masters degree online allows me to work my job full time and not have to take out suffocating loans. The tuition cost is hard to beat and the knowledge of my advisors and professors is helpful in my success as a full time professional and student. I am working as a tax accountant in Boulder and all my classes have been applicable to my professional career, this contributes to the value of my education immensely. I am able to support myself, work, and still go to school and being able to do all of these while receiving a quality education is invaluable.

Outside of my personal experience and selection of CSU-Global, I am amazed with each class beginning when I read the student introduction posts. Students and staff at CSU-Global come from literally all over the world. I have met several military veterans, parents and non-traditional students who all want to continue their education and can do so with CSU-Global and its platforms.

CSU-Global is continuously taking steps to make classes and online education easy and cost effective. I have recently had two classes that utilize a platform called RedShelf. RedShelf provides textbooks online at the most inexpensive cost I have been able to find online. For my first graduate level class, my textbook was \$38.00 opposed to close to \$200 with other online texts or rentals. Students have the option to use this or opt-out to find their own resources.

7800 East Orchard Road, Suite 200  
Greenwood Village, CO 80111  
P: 800-462-7845 • F: 303-741-2084

I am a proud CSU-Global student and am really looking forward to my involvement with the Board of Governors for the CSU-System. This is a really great opportunity for students like myself to get to work with the professionals of the CSU-System and contribute as a student.

*Nicole K Hulet*

Nicole K Hulet  
Student Representative  
Colorado State University-Global Campus

Colorado State University System  
Board of Governors

CSU Global Faculty Representative Report  
submitted by Harriet Austin  
August 8, 2019

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1. **Faculty Engagement, June 2019**

CSU Global continues to build faculty engagement through several avenues including regular on-line faculty meetings, faculty development courses, faculty surveys, faculty involvement in course revisions, monthly newsletters that are program-specific, a new university-wide newsletter, graduation attendance and the commencement retreat.

**Graduation attendance** - 27 CSU Global faculty attended the Commencement breakfast and ceremony on June 1, 2019 at the First Bank Center. Many of the faculty traveled to Colorado for the graduation from out of town. Over 1,300 graduates registered for either the in-person or virtual ceremony with over 10,000 family and friends attending. Graduating students were able to meet up with faculty after the ceremony.

**Commencement Retreat** – 34 full time faculty were in attendance including all Program Chairs and Full Time Program Leads, the 3 Full Time Faculty Mentors, the Program Manager, and the Director of Assessment. Program chairs shared best practices related to CSU Global 2.0 and participated in the strategic planning for the next year. These included some of the faculty development efforts listed below.

2. **Faculty Development and Satisfaction**

**Center for Teaching Excellence**

The Center for Teaching Excellence was expanded and revised to make it easier for faculty to find important teaching resources. For example, the center includes videos and tutorials on using Canvas, our new LMS as well as guidance on how to post student alert, assess similarity scores in Turnitin, and support student veterans and those with disabilities. It also contains the faculty development guidelines and course catalog.

**Faculty Development Courses**

This academic year, CSU Global leadership and faculty worked together to revise professional development opportunities to eliminate 3-week FCCs and move to a one-week or one-hour format of options. This provided faculty more options to participate in several opportunities. This year, we met our goal of 100% of faculty participating in more than 1 seminar/training.

- **Faculty Certification Course (FCC)**- These courses take place in the LMS and consist of an interactive lecture and a discussion-only format. Faculty receive a \$25 stipend for the one-week FCCs. Examples of 1-week FCC courses offered last year include FCC995: Assessment and

Grading, FCC991: Engaging Online & Adult Learners and FCC997: Instructor Communications & Student Success in the Course.

- Faculty Certification seminars were presented by CSU-Global faculty and staff on topics that enhance teaching online at CSU-Global. These are archived and available for faculty to view at any time to fulfill the annual faculty development requirement. Examples include:
  - Engaging Discussion Boards
  - Creating Video Introductions and Effective Live Sessions
  - Improving Student Retention
  - Discovering Your Teaching Style
  
- Learning Path Seminars were presented by our external learning partners to inform faculty about tools and resources available to our faculty and students. Examples included presentations on SmartThinking, Lynda.com, and Muzzy Lane, all of which are learning support tools for students and faculty.

A total of 17 seminars were created and available in the Center for Teaching Excellence in addition to 8 one-week courses related to best practices in online teaching and learning.

### **Faculty Satisfaction**

Additionally, improvements were made to the faculty portal, the faculty management system, the learning management system, and other faculty facing initiatives. These efforts resulted in improved scores on the annual faculty satisfaction survey including:

- “Faculty Certification Courses (FCC) support my teaching at CSU-Global” increased by .77% YOY
- “CSU-Global is committed to student success” increased by 1.1% to 99%
- “Satisfaction with CSU-Global Mission achievement to date” increased to 98.4%
- “The LMS provides an effective platform for CSU-Global Courses” increased 15 percentage points to 96.4%
- “The tools and educational technologies in courses support student learning” increased by 33 percentage points to 96.1%

Board of Governors of the  
Colorado State University System  
August 8-9, 2019  
President's Report Item



**COLORADO STATE UNIVERSITY**  
**— GLOBAL —**

**CSU System Strategic Goal: Student Success and Satisfaction**

**CSU Global Bridging the Education Divide Goal: Broaden CSU Global's reach to career-driven individuals**

- CSU Global has revised its Bachelor of Science in Accounting program to better meet industry demand. The program courses now include additional focus in the areas of automation, business intelligence, and data analytics. More information is available at [CSUGlobal.edu/BSACC](http://CSUGlobal.edu/BSACC).
- CSU Global has also launched two new technology programs in high demand career areas with classes starting in Fall 2019:
  - The new Undergraduate Certificate and Specialization in Web Application Development provides students with programming skills and languages needed for creating web applications, including HTML5, Javascript, PHP, MySQL, Python, and more. Link to program page: [CSUGlobal.edu/webappdev](http://CSUGlobal.edu/webappdev).
  - The new online Bachelor of Science in Computer Science prepares students for such careers as computer scientists, software developers, web application developers, systems analysts, and more. Link to program page: [CSUGlobal.edu/BSCS](http://CSUGlobal.edu/BSCS).
- CSU Global is proud to have received the following top rankings in June and July of 2019:
  - #1 Best Leadership Faculty and #3 for Best Online Master's Organizational Management Program by [OnlineMasters.com](http://OnlineMasters.com).
  - Recognized as an Online College Leader by [TheBestSchools.org](http://TheBestSchools.org).
  - Ranked among the 30 Best Online Degrees for Veterans 2019 by [OnlineSchoolsCenter.com](http://OnlineSchoolsCenter.com).

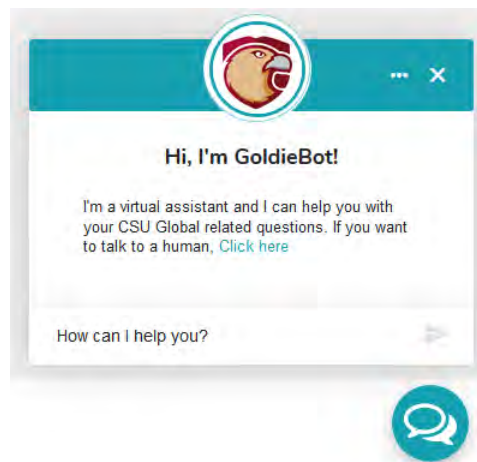


See a full list of our awards at [CSUGlobal.edu/rankings](http://CSUGlobal.edu/rankings).

### CSU System Goal: Transform Colorado's Future

#### CSU Global Bridging the Education Divide Goal: Make lifelong learning achievable for busy working adults

- CSU Global has implemented a new AI-based solution on its website to provide students and prospective students with an option to get their specific questions answered with 24 hour support. In addition to providing real-time support of students no matter their schedule, "GoldieBot" also assists the institution in understanding common questions so that student needs can be more quickly and efficiently addressed.



- A new partnership has been created between CSU Global and the International Association of Emergency Managers. This partnership provides CSU Global students with opportunities for IAEM membership as well as promotes using CSU Global's Emergency Management course, which are also FEMA IS approved, as a component in IAEM certification.

### CSU System Goals: Expand Statewide Presence

#### CSU Global Bridging the Education Divide Goal: Engage through development of new communities

- On June 1st, nearly 1,500 graduating students, and their friends and families from around the world, took part in CSU Global's 2019 Commencement Ceremony. The in-person event occurred at the 1STBANK Center in Broomfield, CO, and was live-streamed on the CSU Global website. Simultaneously, over 375 students gathered through a customized virtual ceremony that was designed to give a real-life and interactive experience for its attendees. The recordings of both ceremonies are available at [CSUGlobal.edu/commencement2019](https://CSUGlobal.edu/commencement2019).





- The university began the transition to its new university brand and spirit marks. The update to its visual identity was implemented to better align the institutional logos and imagery with the innovative work in higher education and unique service to modern learners. CSU Global's three guiding principles of Trustworthiness, Care, and Clarity as well as its focus on student success are each specially represented within the design.

# Section 8

*Real Estate and Facilities  
Committee*



**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA  
August 9, 2019 – Global Campus**

**Committee Chair:** Steve Gabel (Chair), Bill Mosher (Vice Chair)

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

**EXECUTIVE SESSION**

**OPEN SESSION**

- |  |                |                     |
|--|----------------|---------------------|
| 1. Land Lease – CSU Pueblo Solar Farm Supplement<br>Action   | (Tim Mottet)   | Action Item (5 min) |
| 2. Program Plan – CSU Meridian Village<br>Housing Development  | (Lynn Johnson) | Action Item (5 min) |
| 3. Program Plan – CSU Lory Student Center<br>Phase III Revitalization and Adult Learner & Veteran<br>Services Addition | (Lynn Johnson) | Action Item (5 min) |
| 4. Program Plan – CSU Mountain Campus Experiential<br>Learning Center  | (Lynn Johnson) | Action Item (5 min) |
| 5. Right-of-Way Dedication – CSU Prospect Rd<br>to City of Fort Collins for Parking Lot Project                        | (Lynn Johnson) | Action Item (5 min) |
| 6. Trail Easement – CSU Environmental<br>Learning Center to City of Fort Collins                                       | (Lynn Johnson) | Action Item (5 min) |
| 7. Land Lease – CSU NE Corner of Lake &<br>Shields Street to CSURF for Daycare Construction                            | (Lynn Johnson) | Action Item (5 min) |
| 8. Right-of-Way Dedications – CSU NE Corner of Lake<br>& Shields Street to City of Fort Collins under Replat           | (Lynn Johnson) | Action Item (5 min) |
| 9. Sale of Vacant Land - CSU Western Colorado<br>Research Center, Fruita, CO   | (Nancy Hurt)   | Action Item (5 min) |

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTERS FOR ACTION:**

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

**RECOMMENDED ACTION:**

MOVED, that the Board hereby approves the lease of approximately twenty-seven (27) acres of land for a solar power generation site on the CSU-Pueblo campus, as set forth in the attached exhibit, for a term up to twenty-five (25) years, and further approves CSU-Pueblo entering into a power purchase agreement and energy performance contract with terms up to twenty-five years as part of CSU-Pueblo’s solar power project; and it is

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

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

On February 8, 2019, the Board authorized the long-term lease of approximately fifteen (15) acres to be used for the CSU-Pueblo solar power project. During the feasibility study, it has been determined that additional acreage is needed for the solar power generation site. Accordingly, this Board resolution authorizes a long-term land lease for the expanded site that will be approximately twenty-seven (27) acres, along with the Board’s authorization to enter into the long-term power purchase agreements.

As discussed during the February 2019 Board meeting, CSU-Pueblo has an opportunity to acquire 100% of its electricity for its campus from solar power, and has been working with the Colorado Energy Office to explore a solar power project with Johnson Controls, Inc. As part of this project, CSU-Pueblo would enter into a long-term lease for a twenty-five (25) year term for the site of the solar panels on campus and would also enter into a twenty-five (25) year power purchase agreement and energy performance contract, so that the solar panels would provide electricity for the campus at advantageous rates.

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

The installation, operation, and maintenance of the solar panels would be at no cost to CSU-Pueblo. Following the feasibility study, CSU-Pueblo would only move forward with this solar power project with Johnson Controls, Inc. (or a related entity for the project) if it is established that the solar power project would result in cost savings for the university.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date

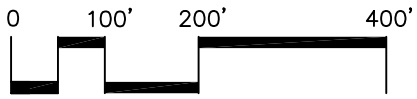
The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

[Attached Map of the Solar Power Generation Site]

# EXHIBIT "A"



SCALE: 1" = 200'



### LEGEND

- P.O.B. POINT OF BEGINNING
- NE CORNER OF SECTION 17  
FOUND 6"x6" STONE WITH CHISELED "X" ON  
TOP SET IN 24"x24" CONCRETE PAD
- NORTHWEST CORNER OF SECTION 17  
FOUND 2" BRASS CAP IN SOUTHEAST  
CORNER OF AREA DRAIN

### BASIS OF BEARINGS:

THE NORTH LINE OF SECTION 17, TOWNSHIP 20 SOUTH,  
RANGE 64 WEST OF THE 6th P.M. BEARS N88°45'07"E.

### NOTE:

THIS EXHIBIT WAS NOT PREPARED AS A  
MONUMENTED LAND SURVEY, AND WAS ONLY  
PREPARED TO DEPICT THE ATTACHED LAND  
DESCRIPTION.

## WALKING STICK GOLF COURSE

BOOK 2430 AT PAGE 651  
BOOK 2630 AT PAGE 446

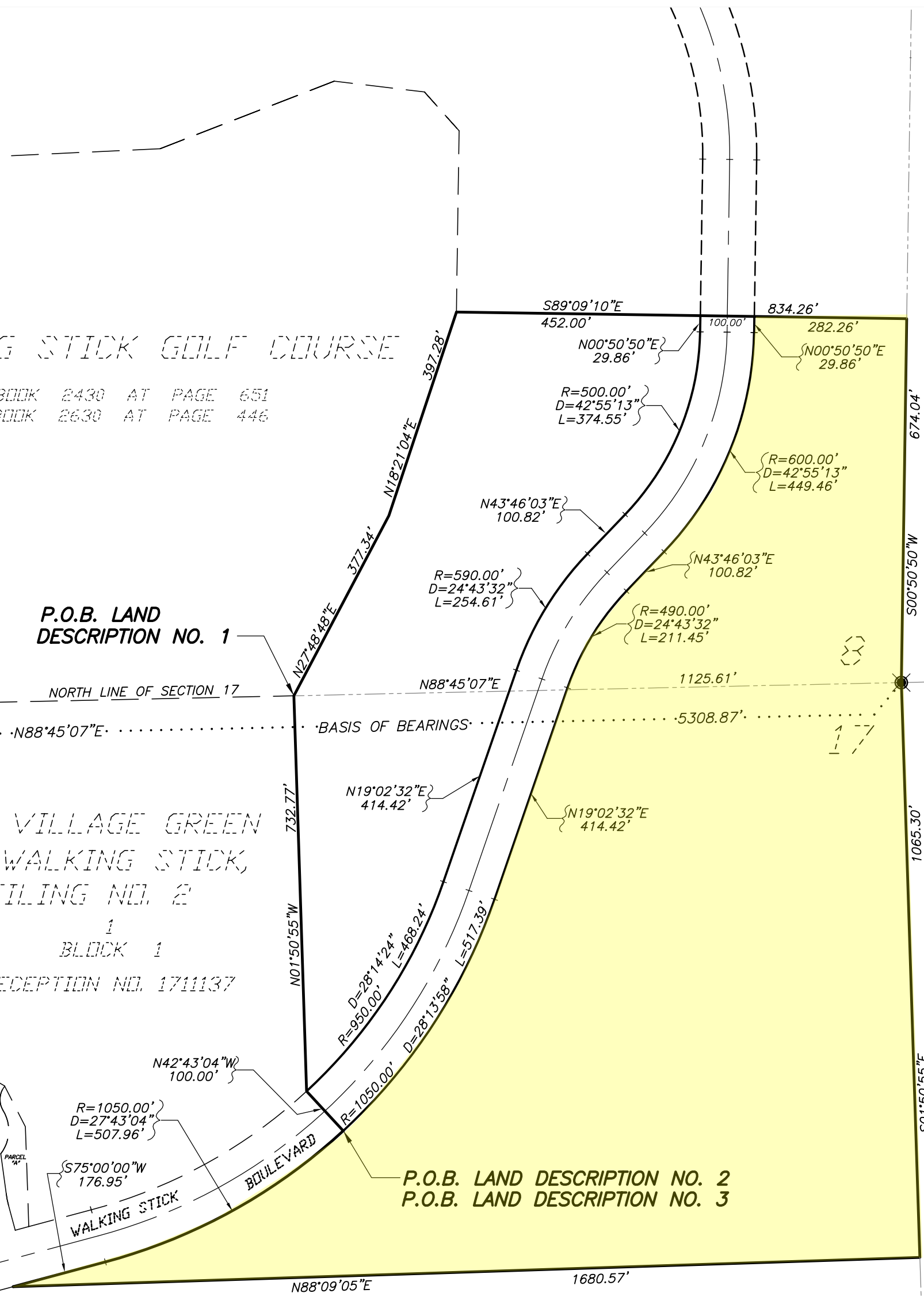
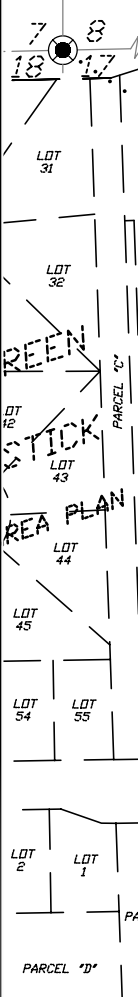
**P.O.B. LAND  
DESCRIPTION NO. 1**

NORTH LINE OF SECTION 17

THE VILLAGE GREEN  
AT WALKING STICK,  
FILING NO. 2

1  
BLOCK 1

RECEPTION NO. 1711137



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**B  
Y: NORTHSTAR ENGINEERING AND SURVEYING, INC.**



# Colorado State University

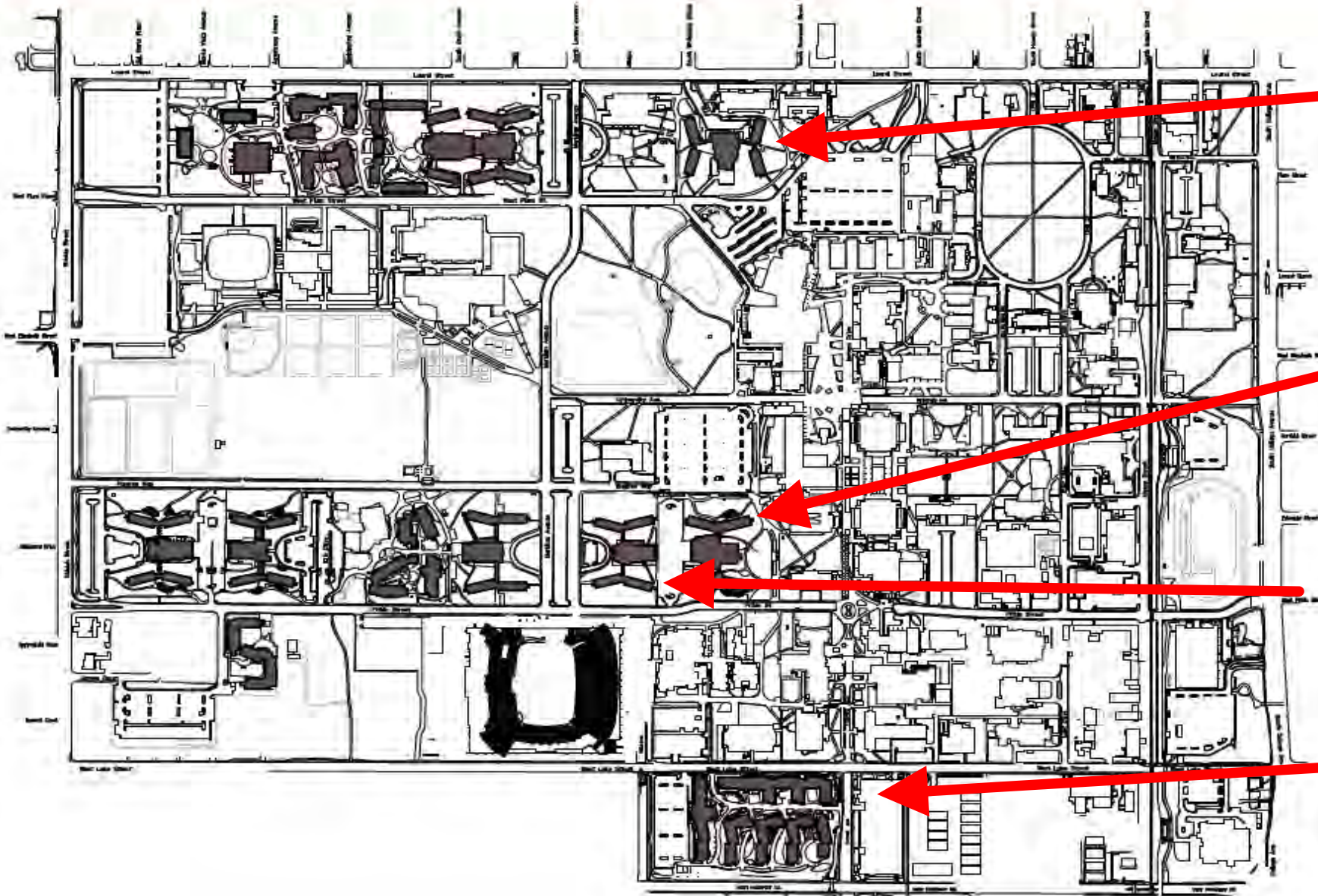
## Meridian Village

## Program Plan

COLORADO STATE UNIVERSITY SYSTEM

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





## Allison Hall

- Opened 1958, houses 400 students
- Facilities Condition Index of 48.3% (poor)
- \$13.37M Deferred Maintenance Backlog

## Aylesworth Hall

- Built 1953, has not housed students since 1970
- Facilities Condition Index of 37% (poor)
- \$10M Deferred Maintenance Backlog

## Newsom Hall

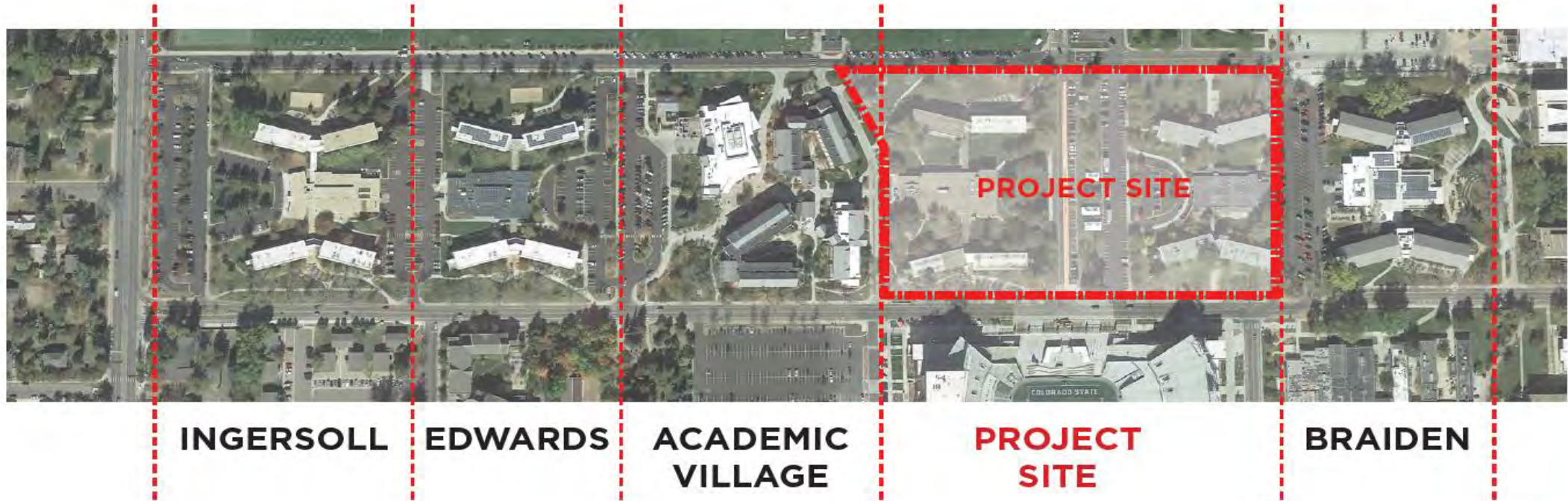
- Opened 1956, houses 400 students
- Facilities Condition Index 35.8% (poor)
- \$9.77M Deferred Maintenance Backlog

## Aggie Village Apartments

COLORADO STATE UNIVERSITY SYSTEM

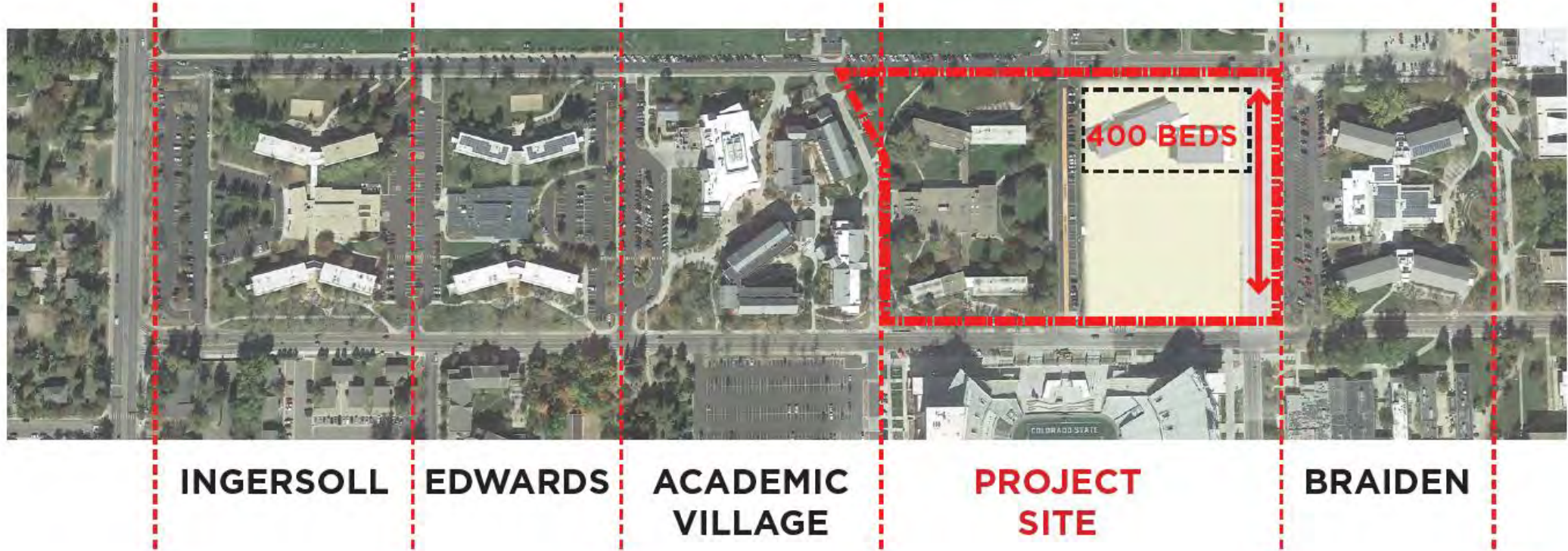
COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS

# CURRENT SITE WITHIN CAMPUS CONTEXT





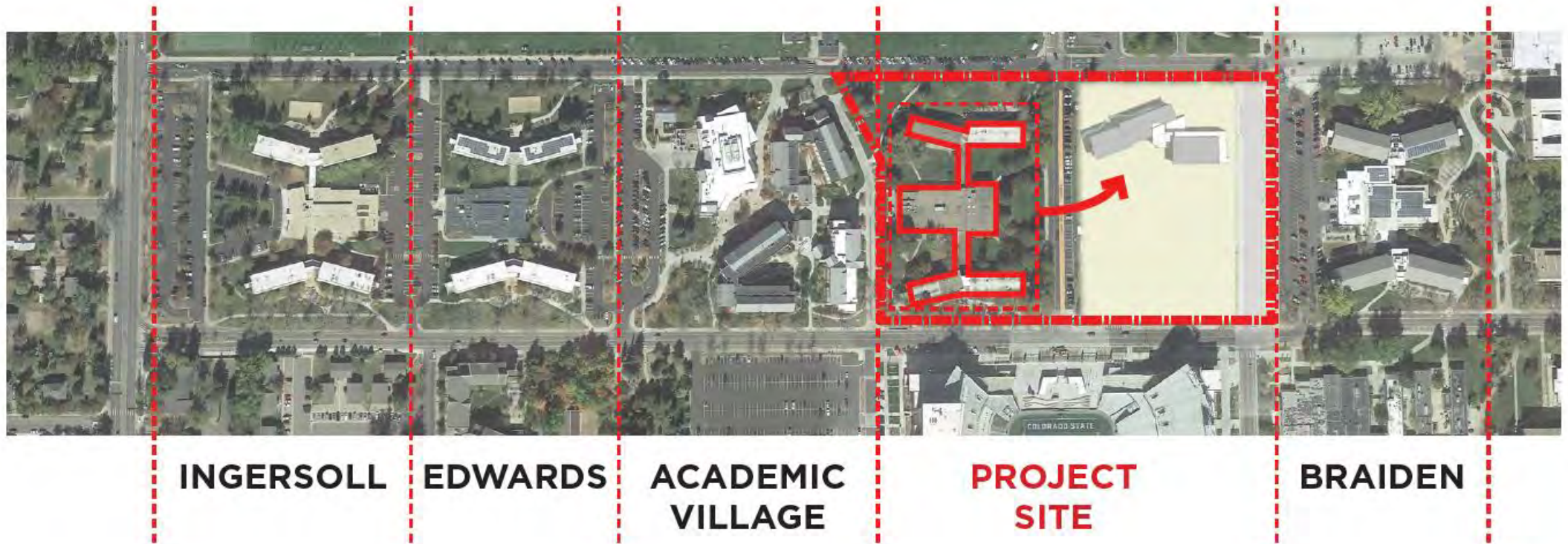
# Phase IA 400 Revenue Beds / Meridian Ave Realignment



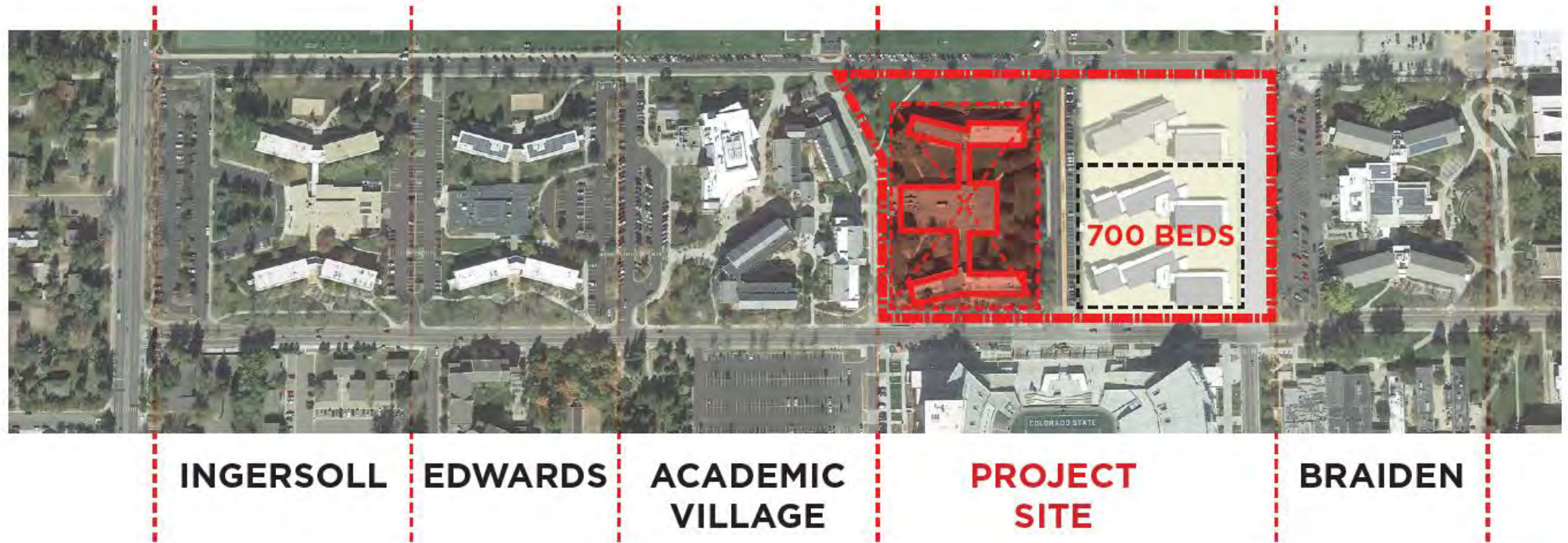
COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



# PHASE IA Moving Day for Newsom Residents (400 Beds)



# Phase I 700 Additional Revenue Beds / Deconstruct Newsom



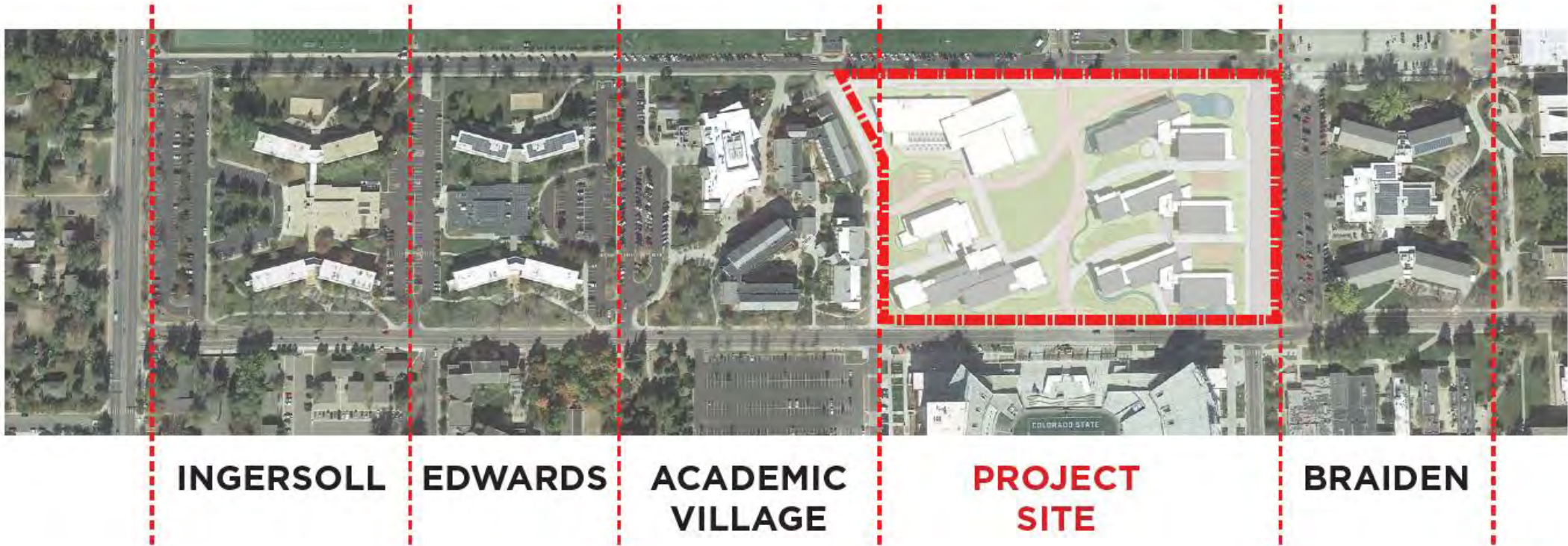
COLORADO STATE UNIVERSITY  
COLORADO STATE UNIVERSITY - PUEBLO  
CSU - GLOBAL CAMPUS



# Phase II 300-500 Revenue Beds / Dining Hall

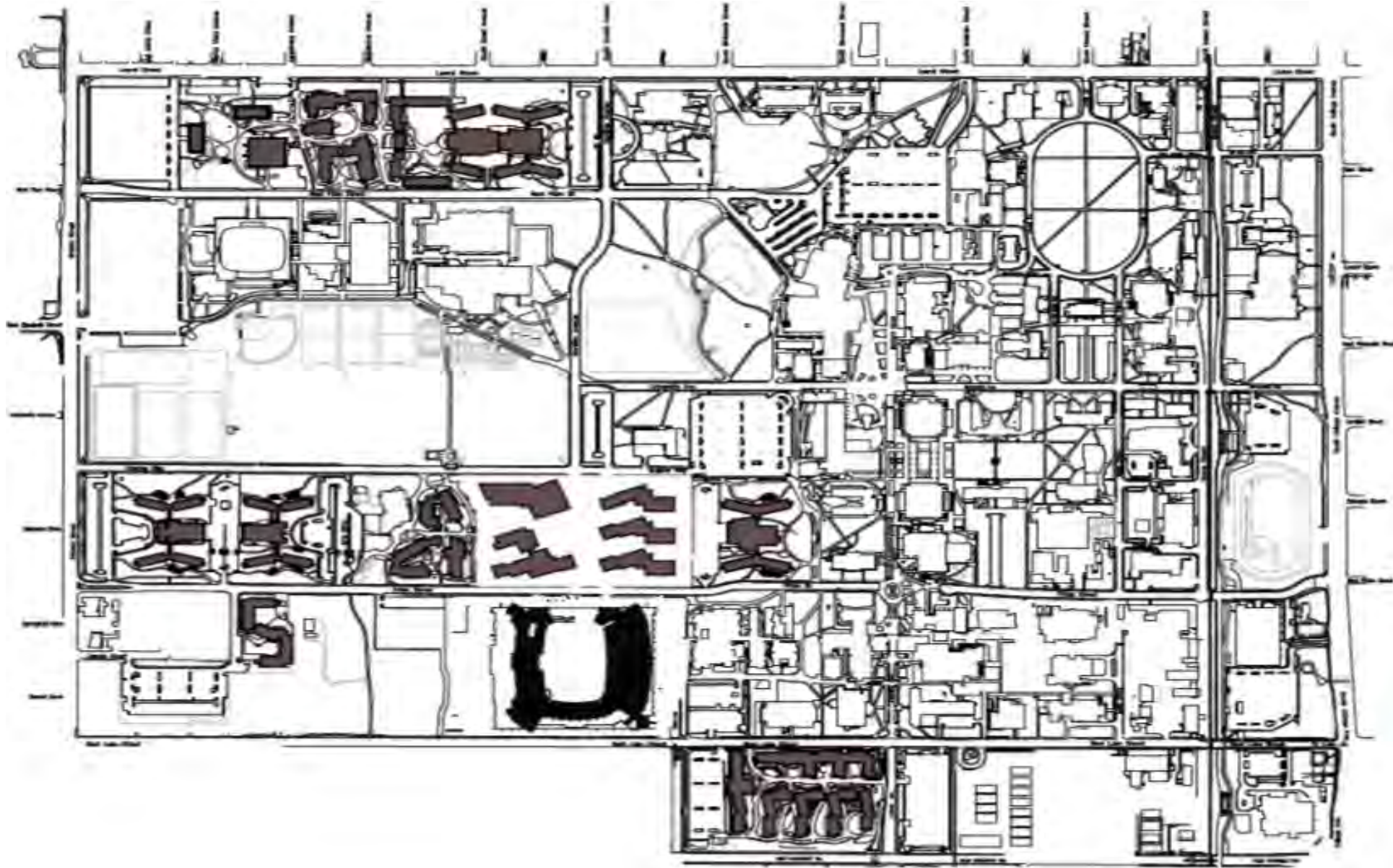


# Complete Meridian Village



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





- HDS buildings
- New Construction
- Demo/Offline



**Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University Program Plan for the Lory Student Center Phase III Revitalization and Adult Learner & Veteran Services Addition

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Lory Student Center Phase III Revitalization and Adult Learner & Veteran Services Addition.

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the Lory Student Center Phase III Revitalization and Adult Learner & Veteran Services Addition. This project will revitalize the north section of the Lory Student Center, which is the final section of the building to be updated. Work will focus on Mechanical, Electrical and Plumbing system upgrades, code and accessibility improvements and upgrade of finishes to match Phase II. In addition, approximately 9300 gsf will be added to accommodate the Adult Learner and Veteran Services program. This will allow the program to expand from the current 1900 gsf in order to better serve the growing population of veterans and adult learners.

Total Development Cost is \$24M, to be funded through Lory Student Center reserves, bonds supported by student fees and self-generated revenues. The project will be phased in order to keep the Student Center operational during construction. Completion is expected in Fall 2021.

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: August 8-9, 2019  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE LORY STUDENT CENTER PHASE III  
REVITALIZATION AND ADULT LEARNER AND VETERAN SERVICES ADDITION**

This project will revitalize the north section of the Lory Student Center, which is the final section of the building to be updated. Work will focus on Mechanical, Electrical and Plumbing system upgrades, code and accessibility improvements and upgrade of finishes to match Phase II. In addition, approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services program. This will allow the program to expand from the current 1900 gsf to better serve the growing population of veterans and adult learners.

At CSU, the student center is perfectly located in the heart of campus and the programs offered there are exceptional. A phased approach to revitalizing this building saw the LSC Theatre upgraded in 2012 and the south-center sections upgraded in 2014. Funding is now available to complete the upgrade of the north end of the building. This section contains the CSU bookstore, multiple meeting rooms, Transit Center, Aspen Grille, RamTech, Student Legal Services, Adult Learner and Veteran Services, etc. The revitalization will achieve three primary goals: (1) improve the building infrastructure and systems; (2) provide better wayfinding with abundant student study and collaboration space; and (3) upgrade finishes to align with the south/center section revitalization. The goal of the Adult Learner and Veteran Services addition is to provide improved support space for the 7,000 veteran and non-traditional age students at CSU. The suite will include study and tutoring spaces as well as swing office space for campus and community partners that support the ALVS community. The SALUTE Veterans National Honor Society program will move from Hartshorn, and a Veterans Education Benefits office will have space in this suite as well.

Total Development Cost is \$24M, to be funded through Lory Student Center reserves, bonds supported by student fees and self-generated revenues. The project will be phased in order to keep the Student Center operational during construction. Completion is expected in Fall 2021.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

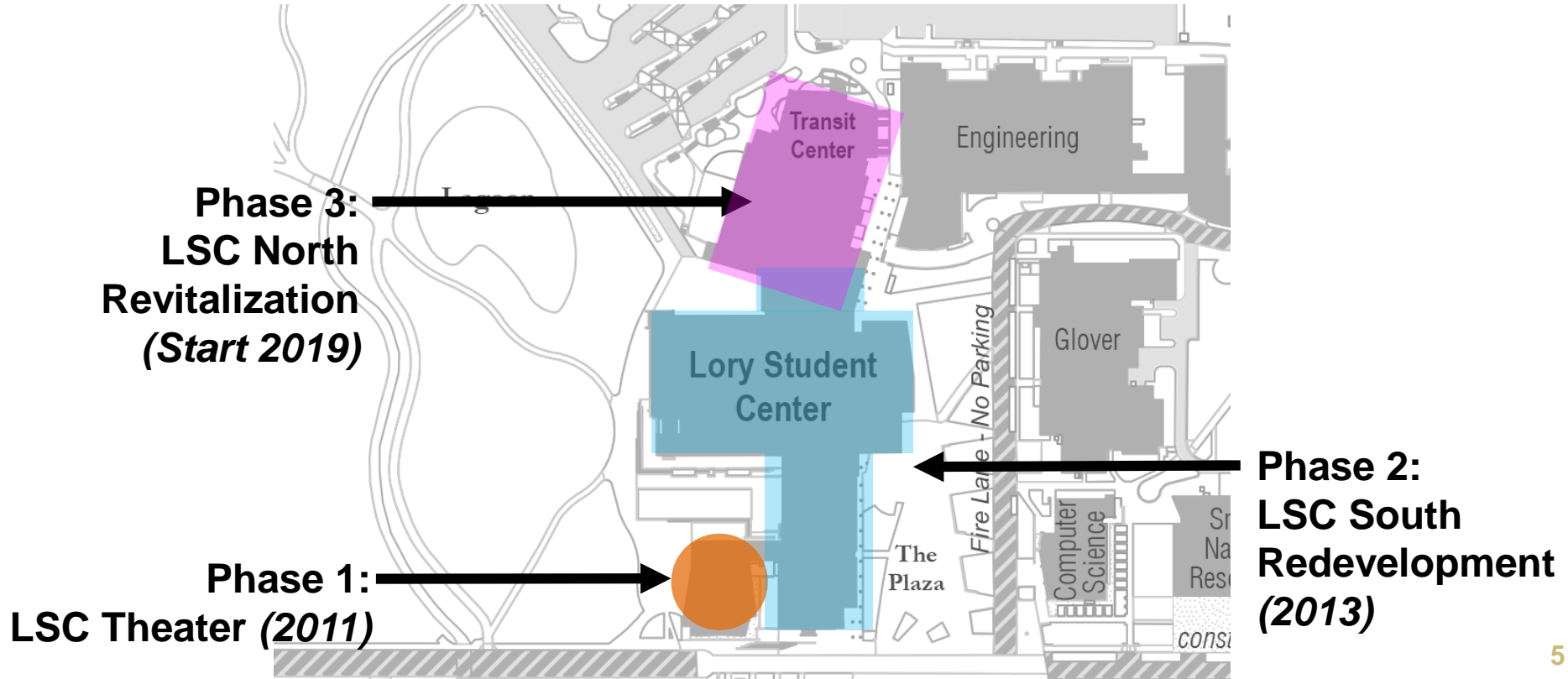
\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date



# LSC Redevelopment Phases

273



**Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item**

**MATTER FOR ACTION:**

Approval of the Colorado State University Program Plan for the Mountain Campus  
Experiential Learning Center

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the Mountain Campus Experiential Learning Center.

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

Colorado State University is requesting approval of the program plan for the Mountain Campus Experiential Learning Center. The project will construct a new classroom, office and laboratory facility with several options around project scope and budget. We anticipate approximately 6,000 GSF of finished classroom and office space with approximately 3,000 GSF of unfinished “walk out” basement space. Current instructional buildings at the Mountain Campus are over 50 years old and are of low quality; indoor space for research, sample preparation, and analysis is almost completely absent at the Mountain Campus; and there are no offices for faculty members to work or meet with students at the Mountain Campus. A new, modern building that addresses some of the instructional and research needs at the Mountain Campus will enhance the quality of instruction, provide opportunity for expansion of the types of courses taught at the Mountain Campus, and will begin to create the infrastructure needed to stimulate additional research activity at the Mountain Campus.

The estimated budget range is \$3.2 M-\$3.7M, depending on delivery method and timing of the project approvals. The project will be financed with donor funds, and the walk-out basement space could be finished as additional donations become available.

With Board of Governors approval completion is expected in Aug 2021.

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: August 8-9, 2019  
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE MOUNTAIN CAMPUS EXPERIENTIAL  
LEARNING CENTER**

The project will construct a new classroom, office and laboratory facility with several options around project scope and budget. We anticipate approximately 6,000 GSF of finished classroom and office space with approximately 3,000 GSF of unfinished “walk out” basement space.

The Mountain Campus has served a unique educational role for more than 100 years. From the first forestry course in 1914, the campus has grown to serve as a cornerstone of undergraduate education programs in the Warner College of Natural Resources, the site for environmental education of thousands of elementary school students, and a base for extended education and conferences held throughout the spring, summer, and fall. Many undergraduate majors (e.g., forest and rangeland stewardship major concentrations, natural resource management, fish, wildlife, and conservation biology) are required to attend a four-week summer session (NR220) at the Mountain Campus, typically in the summer between their sophomore and junior years.

In addition, students with forest concentrations are required to attend an additional two-week session (F230) at the CSU Mountain Campus that covers material specific to forestry. Other classes such as FW 111 (Basic Outdoor Skills) and PHIL 345 (Environmental Ethics) are also offered during the summer.

Current instructional buildings at the Mountain Campus are over 50 years old and are of low quality; indoor space for research, sample preparation, and analysis is almost completely absent at the Mountain Campus; and there are no offices for faculty members to work or meet with students at the Mountain Campus. A new, modern building that addresses some of the instructional and research needs at the Mountain Campus will enhance the quality of instruction, provide opportunity for expansion of the types of courses taught at the Mountain Campus, and will begin to create the infrastructure needed to stimulate additional research activity at the Mountain Campus.

Total Development Cost is \$3.2M-\$3.7M, to be funded with donations and department funds. With Board of Governors approval, completion is expected in Aug 2021.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date

**Mountain Campus Experiential Learning Center**



# MOUNTAIN CAMPUS

## EXPERIENTIAL LEARNING CENTER phased concept

**Board of Governors of the Colorado State University System**  
**Meeting Date: August 8-9, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Grant of right-of-way to the City of Fort Collins of approximately .076 acres of land at 626 and 634 Prospect Road .

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the grant of a right-of-way, approximately 0.076 acres of land, along the south portion of the 626 and 634 Prospect Road land parcels as generally shown on Exhibit A, to the City of Fort Collins for sidewalk and future expansion of the Prospect Road corridor.

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

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations, Colorado State University.

This action item requests authorization for the University to grant a right-of-way to the City of Fort Collins, consisting of approximately 0.076 acres of land, along the south portion of the 626 and 634 Prospect Road land parcels, as shown on Exhibit A, for sidewalk and future expansion of the Prospect Road corridor.

The land is approximately 21 feet wide and 158 feet in length running along the south side of the 626 and 634 Prospect Road land parcels directly adjacent to the roadway. Expanded right-of-way is necessary to allow for new sidewalk and the future expansion of the Prospect Road corridor and is consistent with the existing expanded right-of-way on adjacent parcels.

The City of Fort Collins requested the right-of-way as part of the University's parking lot development project. Direct benefits to the University include increased bicycle and pedestrian safety along with better traffic flows along the Prospect corridor.

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Approved

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Denied

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Dean Singleton, Board Secretary

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Date

## Exhibit A



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 8-9, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Grant of Easement to the City of Fort Collins for a multi-use, paved recreational trail at the southwest corner of the Environmental Learning Center.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the grant of a non-exclusive easement, approximately 0.94 acres of land, at the southwest corner of the Environmental Learning Center as generally shown on Exhibit A, for \$18,450 to the City of Fort Collins for the extension of the Poudre River (multi-use recreational) Trail access.

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

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations, Colorado State University

This action item requests authorization for the University to grant an easement to the City of Fort Collins, consisting of approximately 0.94 acres of land at the southwest corner of the Environmental Learning Center as shown on Exhibit A, for the extension of the Poudre River (multi-use recreational) Trail for \$18,450.

The land is approximately 20 feet wide and 2,050 feet in length running along the east side of the structures near the southwest corner of the Environmental Learning Center. The improvements are necessary to complete the full 40-mile trail connection between Bellevue and Greeley.

The City of Fort Collins requested the easement to extend the existing concrete section of the Poudre River (multi-use recreational) Trail through the Environmental Learning Center property. Direct benefits to Colorado State University include increased safety for pedestrian, bicycle, and vehicular traffic to the Environmental Learning Center.

This proposed trail connection is a critical link in the regional trail network system and is consistent with the intent of both the 2014 Master Plan for the 1997 Environmental Learning Center and the City/CSU Poudre River District Environmental Learning Land Use Plan.

\_\_\_\_\_

Approved

\_\_\_\_\_

Denied

\_\_\_\_\_

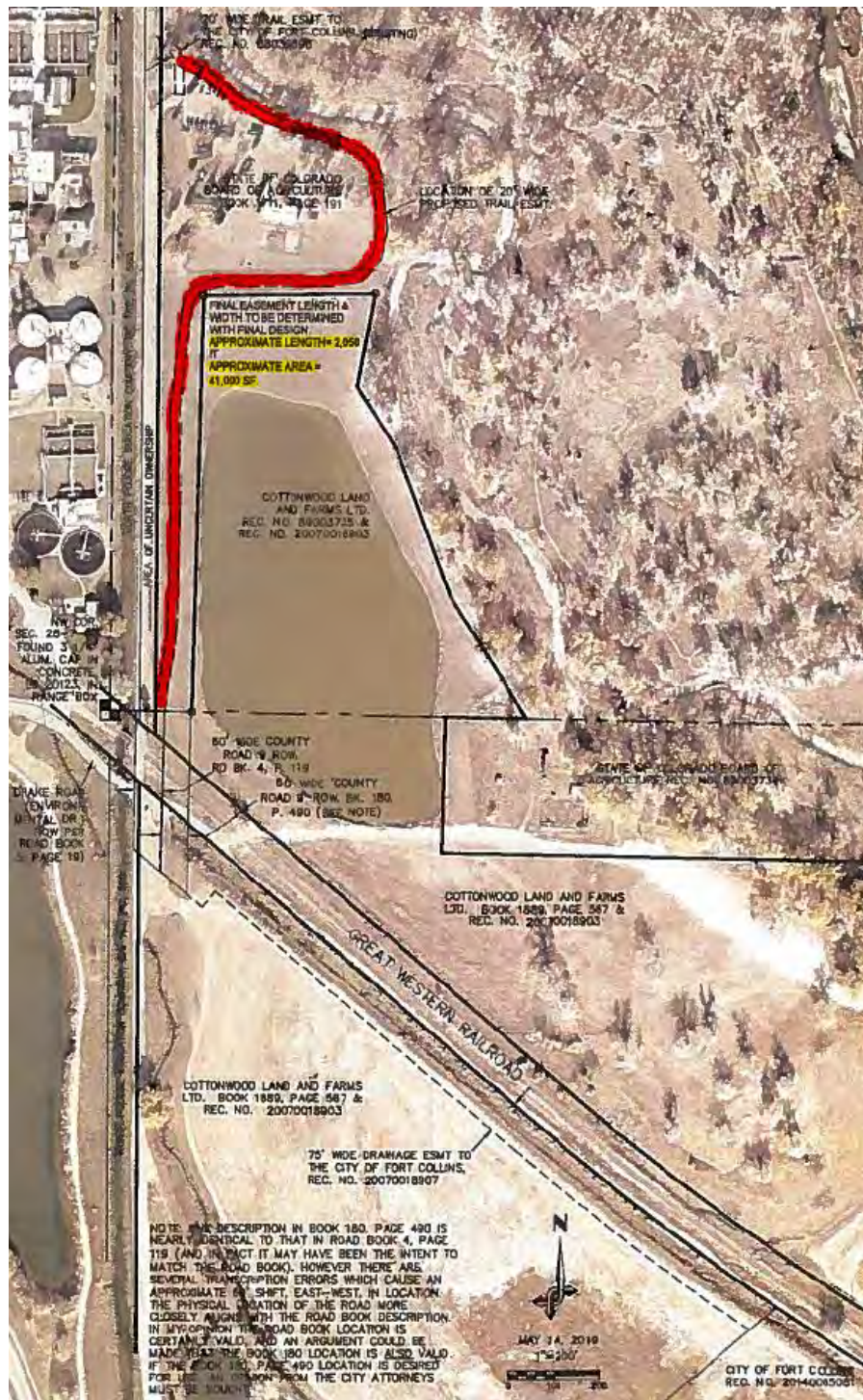
Dean Singleton, Board Secretary

\_\_\_\_\_

Date



# Exhibit A



**The Board of Governors of the Colorado State University System**  
**Meeting Date: August 8-9, 2019**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Long-term no-cost land lease on an approximate 1.37-acre vacant parcel at the NEC of Lake and Shields to the Colorado State University Research Foundation for construction and operation of a build to suit daycare center with a private provider.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve a long-term (30-year) lease, with two ten-year renewal options, of an approximate 1.37-acre parcel at the NEC Corner of Lake and Shield Street in Fort Collins, CO (as generally shown on Exhibit A) to the Colorado State University Research Foundation (CSURF) for the construction and operation of a daycare facility under sub-lease agreement with a private provider.

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

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations.

The University wishes to enter into a 30-year land lease (with two 10-year renewal options) with CSURF for the specific purpose of constructing a build-to-suit daycare facility on the site.

The long-term lease will be at no-cost (nominal or \$0 rent) to CSURF. As consideration for \$0 lease, the terms of the sub-lease between CSURF and the daycare provider will include a “most favored customer clause” that prioritizes enrollment of CSU faculty, staff and student families ahead of the general public

CSURF, and its tenant, will be responsible for all costs to operate and maintain the improvements (building, playground, and parking lot) for the duration of the long-term lease. Upon the termination or expiration of the long-term lease, CSU shall have the option

of: (1) requesting CSURF remove the improvements or (2) all right, title and interest in and to all buildings and equipment constructed or installed on the Site shall vest in the University free and clear of all and any liens and encumbrances.

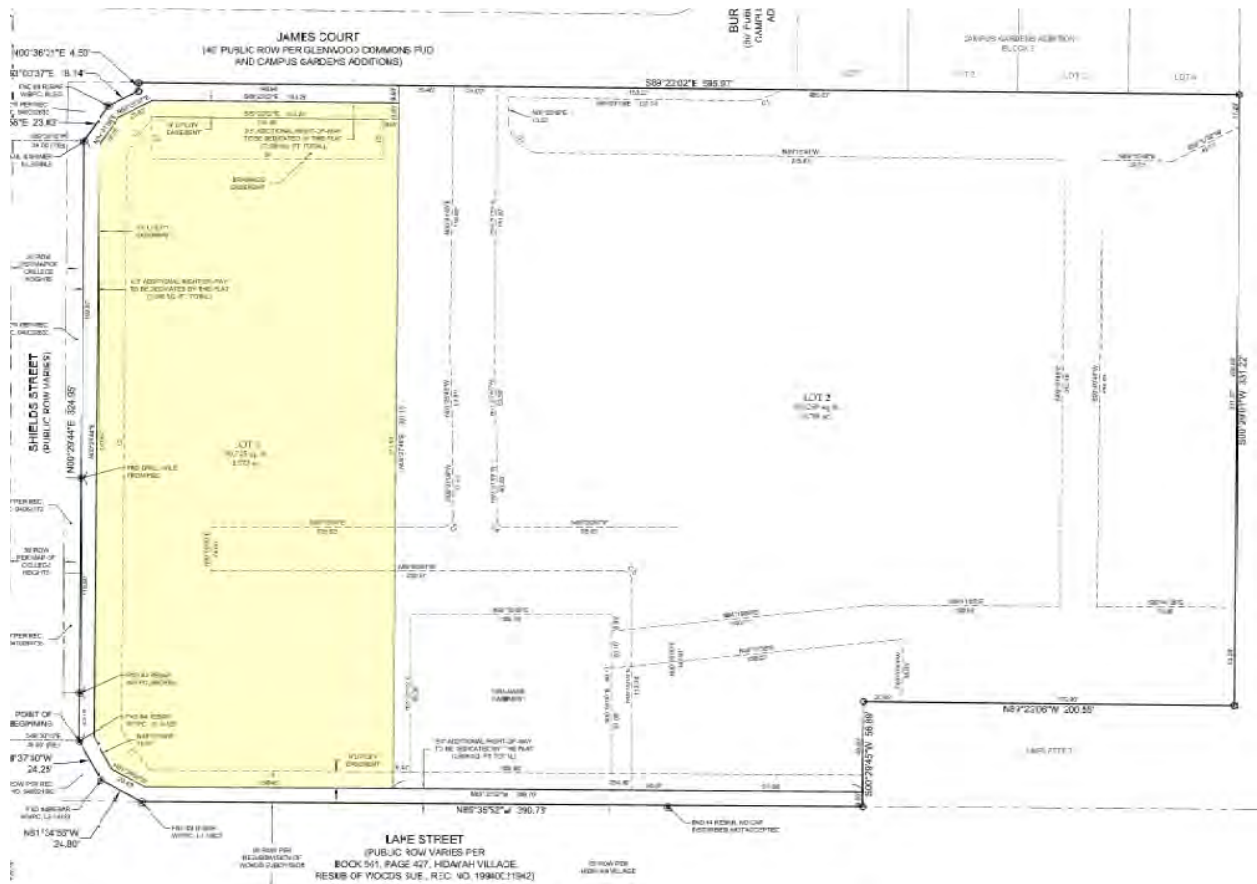
\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date

### Exhibit A



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 8-9, 2018**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Dedication of right-of-way of approximately 7,698 sf (0.177 acres) of land at the northeast corner of Lake and Shields Streets to the City of Fort Collins

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the dedication of right-of-way of approximately 7,698 square feet of land at the northeast corner of Lake and Shields Streets, (generally shown on Exhibit A), to the City of Fort Collins as a condition of the replat of properties to support the development of a daycare center by the Colorado State University Research Foundation.

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

**EXPLANATION:**

Presented by Lynn Johnson, Vice President for University Operations, Colorado State University

This action item requests authorization for the University to dedicate right-of-way to the City of Fort Collins consisting of approximately 7,698 square feet of land at the northeast corner of Lake and Shields Streets, as shown on Exhibit A, to the City of Fort Collins as a condition of the replat of properties to support the development of a daycare center by the Colorado State University Research Foundation.

The City of Fort Collins requires the additional right-of-way to allow for build out of streets, sidewalks and bicycle lanes to current City standard.



**Board of Governors of the Colorado State University System**  
**Meeting Date: August 8-9, 2019**  
**Action Item**

**MATTERS FOR ACTION:**

Land: Sale of approximately 2 acres of land at the Western Colorado Research Center property in Fruita, CO.

**RECOMMENDED ACTION:**

**MOVED**, that the Board of Governors approve the sale of approximately 2 acres of land at the north-west corner of the Western Colorado Research Center (WCRC) in Fruita, CO, as generally shown in Exhibit A, and discussed by the Board in its executive session, in accordance with parameters outlined in such discussion to support the sale and costs of the disposition.

**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, Colorado State University Research Foundation.

The northwest corner of the WCRC-Fruita property, located at 1910 L Road, is separated from the remainder of the parcel by a natural drainage ditch and is not readily accessible by farm equipment or vehicles. As such, this approximately 2-acre parcel of unimproved land has remained idle for many years. It is seen as a maintenance burden and of little value to the programs. Staff were approached by the neighbor immediately west and contiguous to the parcel about the possibility of purchasing it.

\_\_\_\_\_  
 Approved

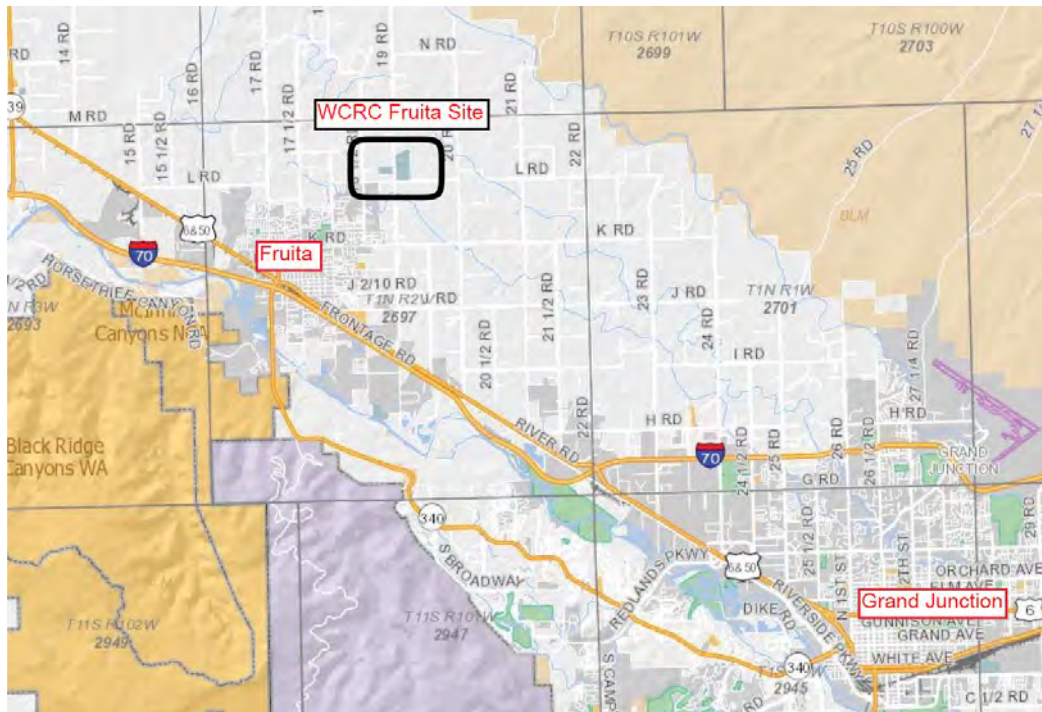
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 Denied

\_\_\_\_\_  
 Dean Singleton, Board Secretary

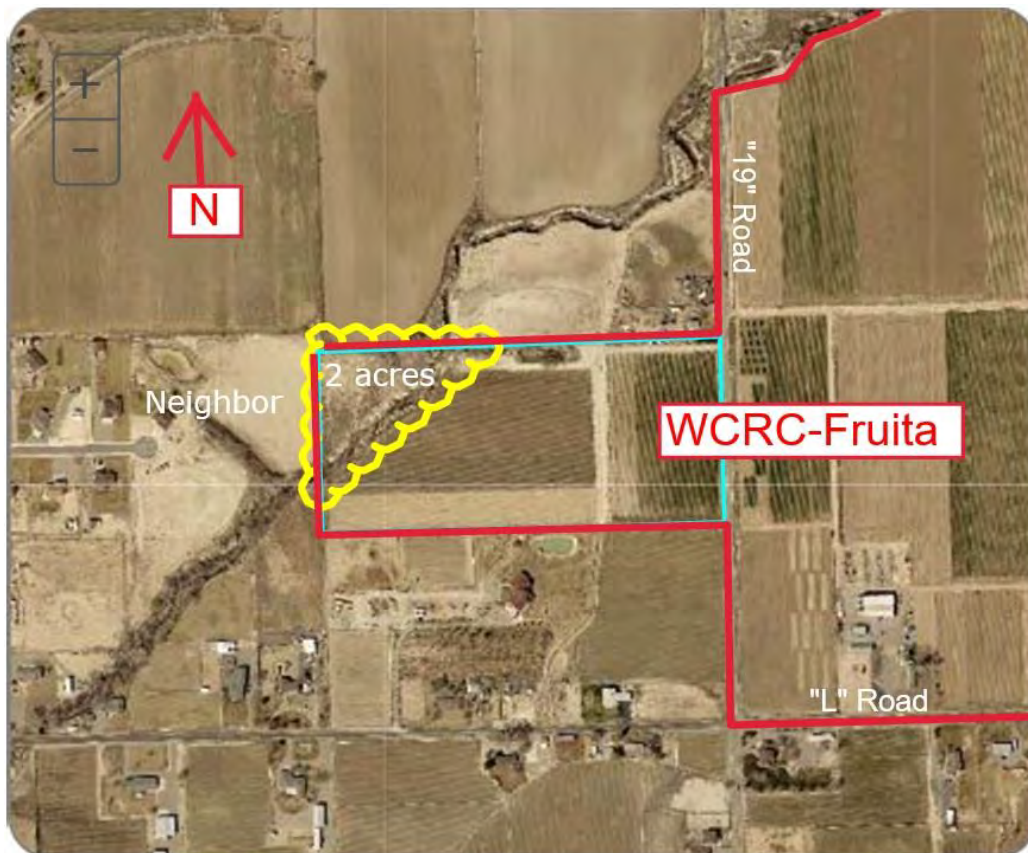
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 Date

### Exhibit A

#### General Locator Map



#### Parcel Map



CSU – Sale of approx. 2 acres at Western Colorado Research Center, Fruita, CO



# Section 9

## *Audit and Finance Committee*

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

**Audit**

- |    |  |         |
|----|--|---------|
| 1. | <i>Discussion/Presentation</i> – Status of FY 2019-2020 Audit Plan | 5 min.  |
| 2. | <i>Discussion/Presentation</i> – Audit Reports and Recommendations | 10 min. |
| 3. | <i>Discussion/Presentation</i> – Past Due Audit Recommendations    | 5 min.  |

**Finance**

- |     |  |         |
|-----|--|---------|
| 4.  | <i>Discussion/Presentation</i> – State Budget Update   | 5 min.  |
| 5.  | <i>Discussion/Presentation</i> – Upcoming GASB Implementations   | 10 min. |
| 6.  | <i>Discussion/Presentation</i> – Campus Budget Presentations (Initial FY 2021 Budget)  | 20 min. |
| 7.  | <i>Discussion/Presentation/Action</i> - Annual Approval of Institutional Plan for Student Fees<br>CSU and CSU-Pueblo, correction to CSU-Pueblo<br>Music Fees, and CSU Summer Session | 5 min.  |
| 8.  | <i>Discussion/Presentation/Action</i> – Mandatory Health Insurance for Students at CSU   | 5 min.  |
| 9.  | <i>Discussion/Presentation</i> – CSU System Treasury Update  | 5 min.  |
| 10. | <i>Discussion/Presentation/Action</i> – Series 2019 Bond Refunding   | 5 min.  |
| 11. | <i>Discussion/Presentation/Action</i> - Updated 2-Year Cash List Approval  | 5 min.  |

# Board of Governors

Audit and Finance Committee

August 9, 2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

# Item #1

## Status of FY2019-2020 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 2020 AUDIT PLAN**

Completed Audits		
Institution	Audit Area	Status
CSU-P	Accounts Receivable Audit (Carryforward)	Report 20-01
CSU	CVMBS Financial & IT Review (Carryforward)	Report 20-02
CSU	Continuous Auditing (Carryforward)	Report 20-03
CSU	CSU Health Network Insurance Billing (Carryforward)	Report 20-04
CSU	Facilities Planning, Design, and Construction Audit (Carryforward)	Report 20-05
CSU-G	CSU-Global Human Resources Audit (Carryforward)	Report 20-06

In Progress Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU	VP Enrollment and Access Audit (Carryforward)						
CSU-P	Human Resources/Payroll Audit (Carryforward)						
CSU	Athletics Compliance Audit (Carryforward)						
CSU	Title IX Controls Audit (Carryforward)						
CSU	Office of Sponsored Program Cont. Audit						
CSU	President's Office Transition Audit						
CSUS	CSU System-Treasury Cash Controls Audit						

Remaining Audits							
Institution	Audit Area	Timeline					
		Jul	Aug	Sept	Oct	Nov	Dec
CSU-P	CSU-Pueblo Internal Controls Consultation						
CSU	CSU VP Engagement Transition Audit						
CSU	CSU Tax Compliance Audit						
CSU	CSU International Programs Transition Audit						
CSU	CSU Ramcard Controls Audit						
CSU	CSU Health and Human Sciences Transition Audit						
CSU	CSU Decentral Data Security Control Audit						
CSU	CSU Advancement Follow-up Testing						
CSU-G	CSU-Global Student Financial Aid Audit						
CSU-P	CSU-P Data Security Controls Audit						
CSU-P	CSU-P Assessment of IT Risk Consultation						
CSU-P	CSU-P Office of Research & Sponsored Programs Audit						
CSU-P	CSU-Pueblo Student Financial Services Audit						
All	Audit follow-up						
All	Hotline follow-up, investigations, and special projects						

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





Audit of Compliance with Colorado State University Foundation and Colorado State University Research Foundation  
Operating Agreements – Colorado State University

EXECUTIVE SUMMARY

April 30, 2019

**Background Information**

Colorado State University (CSU) has established two foundations to help advance its mission. The Colorado State University Foundation (CSUF), established in 1970, serves as a gift repository, asset manager, and advocate. The Colorado State University Research Foundation (CSURF), established in 1941, receives non-cash donations; manages a real estate portfolio for the benefit of CSU; administers equipment leases and municipal leases; operates Todos Santos, CSU's extension in Baja California Sur; and manages technology transfer, including patent and license operations.

Together, CSUF and CSURF leverage some opportunities and resources that might otherwise be unavailable to CSU to ensure the engagement of talents, insights, relationships and financial support of the community, businesses, and philanthropic leaders. To carry out these activities and responsibilities, CSUF and CSURF exist and are maintained as 501(c)(3) non-profit organizations separate from CSU. CSURF established Todos Santos as a wholly-owned subsidiary in 2013. According to the CSU Ventures (CSUV) Articles of Incorporation, CSUV was established in 2007 as a wholly-owned subsidiary of CSURF "to develop, manage, and commercialize discoveries, technology, and intellectual property and inventions arising from research at Colorado State University and Colorado State University Pueblo."

CSUF and CSURF have each executed an operating agreement with CSU. The agreements describe the activities of the foundations, the responsibilities of the foundations and CSU, and the financial support to be provided from CSU to the foundations and the foundations to CSU. The agreements also set forth the required content and form of information to be provided to CSU management and the CSU System Board of Governors.

CSUF has executed revised operating agreements each year, which contain updated terms and funding as needed. CSURF made the last revision of its operating agreement for Fiscal Year (FY) 2016, with a term that provides for automatic extension for three additional one-year terms. The FY 2016 agreement has been amended four times to reflect changes in funding arrangements or specific terms. The agreement will expire on its terms at the end of FY 2019, and CSURF and CSU anticipate executing a new agreement prior to its expiration.

**Scope and Objectives**

The audit examined compliance with the terms of the two operating agreements as of FY 2019. The objectives of the audit were to:

1. Assess the operating agreements between CSUF/CSU and CSURF/CSU for terms sufficient to ensure appropriate independence of CSUF and CSURF in addition to providing clarity of operating relationship.
2. Assess compliance with terms of the operating agreements.

To accomplish these objectives, we reviewed the strategic plan and annual report, interviewed staff and management, observed systems and processes, reviewed adequacy of existing policies and procedures, reviewed applicable internal and external governing criteria, examined and analyzed documentation, and performed other audit procedures we considered 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.

We observed that the CSUF and CSURF operating agreements were generally clear and complete. The terms of the agreements were sufficient to ensure legal separation is maintained and activities, responsibilities, and reporting requirements were clearly described.

We selected the portions of the agreements that required compliance either in required conduct of activities, transfer of funding, or reporting and verified that CSUF, CSURF, and CSU met all the terms. We did not note any exceptions in compliance, and thus did not make any recommendations in this report.

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  
University Advancement – Colorado State University





## Information Technology Audit - Administrative Information System – Colorado State University-Pueblo

## EXECUTIVE SUMMARY

May 14, 2019

**Background Information**

The Colorado State University-Pueblo (CSU-Pueblo) Information Technology Services (ITS) organization is “responsible for providing a broad spectrum of planning and support for campus computing, infrastructure, and telecommunications.” One way the ITS organization supports the CSU-Pueblo campus is by managing the Administrative Information System (AIS) application.

The AIS application was developed in-house by the ITS organization and went live starting in 1992. Since then, AIS has continued to evolve based on the CSU-Pueblo campus needs and currently supports the business operations of many organizations around campus. Its modules include accounts receivable, financial aid disbursements, human resources, payroll, student records, and student employment. AIS interfaces with both internal and external systems to enable data transfer among the systems. The AIS application server and database are hosted at the CSU-Pueblo campus data centers, and the ITS organization is responsible for making any required changes to AIS. On February 1, 2019, Chris Milliken was appointed the Executive Director of ITS.

CSU and CSU-Pueblo are collaborating to move toward common administrative systems in order to realize more effective and efficient operations, enable easier compliance and reporting, and mitigate risk associated with staff retirements. Currently, CSU-Pueblo and CSU are working jointly to migrate the AIS accounts receivable module to the Ellucian Banner system used by CSU.

**Scope and Objectives**

This audit covered the AIS application system, server, and database controls during the period July 1, 2018 through mid-February 2019. It should be noted that the Wrike Project Management Tool was

implemented by the ITS Information Support Services team beginning mid-February 2019. As the project management tool was implemented outside the period of our review, our tests do not include this tool. Our objectives were to:

- Evaluate the IT governance process by which the organization ensures the effective evaluation, selection, prioritization, and funding of competing IT projects; oversees their implementation; and measures business benefits.
- Determine whether logical access management controls are adequate to ensure only appropriate users are granted password access to the AIS application, server, and database.
- Determine whether physical access management controls are adequate to restrict access to IT locations and assets.
- Assess adequacy of the IT change management process to ensure changes to the AIS application, server, and database are authorized, tested, reviewed, and implemented in a manner that supports system security.
- Assess controls for ensuring system availability to ensure the AIS system will work when it needs to be used by business owners.

To accomplish these objectives, we interviewed personnel, evaluated the adequacy of internal controls, performed tests, evaluated compliance with policies and procedures, 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 is generally not adequate for the AIS application system, server, and database. A summary of the conclusions for each of the five objectives is as follows:

- IT Governance: CSU-Pueblo is in the process of implementing an IT governance structure. During the period of our review, there was not a system of control to ensure effective governance of IT. We made two recommendations to strengthen internal controls in this area and to mitigate risk to a reasonable level.
- Logical Access Management: We determined that CSU-Pueblo has a logical access management system of control. CSU-Pueblo needs to evaluate the controls based on a risk assessment to determine if they are adequately addressing all risk areas. We made three recommendations to strengthen internal controls in this area and to mitigate risk to a reasonable level.
- Physical Access Management: We determined that CSU-Pueblo has effectively implemented a system of control for physical access management. Internal Auditing determined there are documented policies and procedures, and physical access management controls are functioning effectively to mitigate risk to a reasonable level.
- IT Change Management: We determined that CSU-Pueblo has not implemented a system of control for change management. We made three recommendations to strengthen internal controls in this area and to mitigate risk to a reasonable level.
- System Availability: We determined that CSU-Pueblo has not effectively implemented a system of control to ensure system availability of the AIS server and database. 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 ITS should implement an IT governance process upon approval of the CSU-Pueblo President's cabinet.
2. The Executive Director of ITS should ensure succession planning is in place for key IT personnel

through systematic cross training, creation of documented policies and procedures, and through other means deemed necessary.

3. The Executive Director of ITS should ensure appropriate periodic access reviews are in place for the AIS system, server, and database.
4. To mitigate risk and to ensure compliance with internal policy, the Executive Director of ITS should evaluate implementing server password parameters or another compensating control.
5. The Executive Director of ITS should ensure that all employees receive information security training.
6. The Information Support Services Manager should ensure proper segregation of duties or implement a monitoring control to identify inappropriate modifications to AIS.
7. The Information Support Services Manager should implement change management procedures and ensure AIS changes comply with the procedures.
8. The Executive Director of ITS should ensure infrastructure changes to the AIS server and database are monitored.
9. The Executive Director of ITS should implement server event monitoring on the AIS server.
10. The Executive Director of ITS should ensure that a disaster recovery plan is developed, tested, and periodically reviewed to address the risk in its environment.

We appreciate the cooperation extended to us by CSU-Pueblo's ITS team during the course of our review.

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Susy Serrano – Director, Internal Auditing



## Accounts Receivable – Colorado State University-Pueblo

## EXECUTIVE SUMMARY

July 3, 2019

**Background Information**

Colorado State University-Pueblo (CSU-Pueblo) records accounts receivable for amounts owed to the university for tuition and fees and sales of goods and services, such as facilities rentals and catering fees. CSU-Pueblo had outstanding accounts receivable of \$18 million as of June 30, 2018, of which 54 percent was student receivables arising from student obligations to pay tuition and fees.

CSU-Pueblo uses an Administration Information System (AIS) developed in-house to maintain charge and payment information for student and non-student receivables that are processed by Student Financial Services (SFS), Business Financial Services (BFS), Extended Studies, and Auxiliary Services. Decentralized areas, such as Athletics and the Music Department, record receivables directly into the Quali Financial System (KFS), CSU-Pueblo's general ledger. AIS "feeds" accounts receivable transactions to KFS on a nightly basis. In fall of 2018, CSU-Pueblo, in collaboration with the CSU System, initiated an account reconciliation project as a result of newly discovered deficits in capital projects accounts. This account reconciliation project encompassed all CSU-Pueblo accounts, including accounts receivable. In December 2018, CSU-Pueblo and the CSU System provided an update on the project to the Board of Governors and recommended a significant increase in bad debt expense to adjust for old and uncollectible accounts. The anticipated fiscal year-end addition to the allowance account and additional bad debt expense is expected to be approximately \$1 million.

CSU-Pueblo is under the leadership of Dr. Timothy Mottet as of July 1, 2017. Dr. Mottet has implemented a number of initiatives across CSU-Pueblo, in collaboration with the CSU System, to improve the culture and internal control environment at CSU-Pueblo. A number of changes have been noted during this time. Effective in February 2019, CSU-Pueblo adopted a new set of Financial Procedure Instructions

(FPI) related to the accounts receivable function. New staff members were hired, including two new accountants, a collector, and a new University Controller. CSU-Pueblo and the CSU System are currently working to migrate the AIS accounts receivable module to the Ellucian Banner system used by CSU to further improve the efficiency and effectiveness of business operations. Given the number of changes underway, Internal Auditing's observations and recommendations are intended to assist new leadership in the consideration of risk for the ongoing design of internal controls.

**Scope and Objectives**

The audit encompassed a review of internal controls – the policies, procedures, and practices – that were in place to support the monthly accounts receivable balance during the period July 1, 2017, through December 31, 2018. The scope of the audit did not include a review of the AIS accounts receivable module. Our objectives were to:

1. Determine the status of corrective actions implemented in response to CSU System Internal Auditing Report No.12-04, "Audit of University's Accounts Receivable, Colorado State University-Pueblo," issued October 14, 2011.
2. Evaluate the adequacy of university policies and procedures for accounts receivable creation, adjustment, collection, write-offs, segregation of duties, documented roles and responsibilities, account holds, late fees, aging reports, and decentralized accounts.
3. Determine if receivables are adequately supported by necessary documentation and late fees and other adjustments to receivable balances are properly assessed and authorized.
4. Determine if appropriate holds are being placed on delinquent accounts.
5. Determine if policies and procedures exist related to decentralized accounts receivable.

6. Evaluate the controls for accuracy of accounts receivable balances and related policies and procedures, including reconciliations between subsidiary and general ledgers.

To accomplish these objectives, we interviewed staff, observed systems and processes, performed control testing over accounts receivable procedures, and performed other audit procedures we considered necessary in the circumstances. Our work was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

### **Findings and Conclusions**

The current system of internal controls for accounts receivable is inadequate and many critical controls are missing or ineffective, creating a crucial need to address these weaknesses. Internal Audit Report No. 12-04 contained recommendations related to various accounts receivable areas including, but not limited to, establishing processes, documenting policies and procedures, training, collections, and write-offs. Subsequent corrective actions for all of the previous accounts receivable recommendations were implemented by CSU-Pueblo and confirmed by Internal Auditing in February 2013. After this date, there has been significant staff turnover and inadequate training of new accounts receivable staff. Corrective actions and standard procedures were mostly abandoned, and maintenance of the accounts receivable process became inadequate. CSU-Pueblo, in collaboration with the CSU System, is working with an external accounting services firm to complete the account reconciliation project and identify additional adjustments.

A summary of conclusions for each objective is as follows:

- We determined several corrective actions implemented in response to Internal Audit Report No. 12-04 did not stay in place. We have made five recommendations to help mitigate risk in these areas.
- We determined that policies and procedures for accounts receivable creation, adjustment, collection, write-offs, segregation of duties, documented roles and responsibilities, account holds, late fees, aging reports, and decentralized accounts were not sufficient. We have made seventeen

recommendations to help mitigate risk and strengthen internal controls. 300

- We determined that receivables are adequately supported by necessary documentation, and adjustments to receivable balances are properly assessed and authorized. Late fees were not properly assessed. We have made three recommendations to help mitigate risk and strengthen internal controls.
- We determined that holds were not being appropriately placed on delinquent accounts. We have made two recommendations to help mitigate risk and strengthen internal controls.
- We determined that policies and procedures for decentralized accounts receivable were not adequate. We have made one recommendation to help mitigate risk and strengthen internal controls.
- We determined that controls for accuracy of accounts receivable balances and related policies and procedures, including reconciliations between subsidiary and general ledgers, were not sufficient. We have made four recommendations to help mitigate risk and strengthen internal controls.

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 upon the audit and the university responses to each recommendation made, we conclude that the proposed risk mitigation activities provide a MEDIUM residual risk level. Details of all of our recommendations and university responses may be found in Audit Report 20-01 issued the same date as this Executive Summary.

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



## Colorado State University System

### College of Veterinary Medicine and Biomedical Sciences – Financial and Information Technology Review Colorado State University

#### EXECUTIVE SUMMARY

July 15, 2019

#### Background Information

The mission of the College of Veterinary Medicine and Biomedical Sciences (CVMBS) at Colorado State University (CSU) is to “improve the health of animals, people, and the planet through innovative and dedicated teaching, research, outreach, and clinical service. Through our actions, we empower the next generation of leaders to change the world.” CVMBS provides undergraduate, graduate, professional, research, and outreach programs related to biomedical sciences and veterinary medicine at CSU, including a Professional Veterinary Medicine Program (PVM).

The college is continuing to advance its mission through innovative programs, progressive facilities and new strategic initiatives, including:

- The development of a partnership between CSU and the University of Colorado Anschutz School of Medicine.
- A new Veterinary Health System.
- The opening of two new buildings: the Health Education and Outreach Center and the Translational Medicine Institute.
- A recent ground-breaking of the Center for Vector-Borne and Infectious Disease and expected fall ground-breaking on a new Johnson Family Equine Veterinary Hospital.
- New programmatic initiatives: the new undergraduate education program, and enhanced public outreach at the National Western Center Complex in Denver.
- A plan for a new Biomedical Discovery Center on the CSU main campus, and a new Veterinary Education Animal Care Center for Doctor of Veterinary Medicine (DVM) students.

The Fiscal Year (FY) 2019 operating budget for CVMBS was approximately \$92.5 million. The PVM sub-fund relies heavily on

revenue-generating operations, which represent more than half of the PVM operating budget.

CVMBS Information Technology (IT) supports and manages a number of applications that are not owned by the institution’s central IT organization. The applications enable functionality at the Veterinary Teaching Hospital (VTH), Veterinary Diagnostic Laboratories (DLAB), and the Equine Reproduction Laboratory (ERL).

#### Scope and Objectives

This audit covered financial process controls, as well as IT general controls, for CVMBS managed systems, servers, and databases during the period June 2018 through January 2019.

The financial objectives were to:

- Evaluate the financial governance process by which the organization ensures the effective evaluation, selection, prioritization, and funding of competing objectives in a manner that enables it to achieve its goals.
- Evaluate compliance with certain external financial regulations.
- Evaluate compliance with certain institutional financial policies and procedures.
- Assess revenue and receivable procedures (excluding VTH, as this area was reviewed in FY 18).
- Evaluate budget and financial commitment management to ensure CVMBS has implemented practices enabling it to operate within its means.

The IT objectives were to:

- Evaluate IT compliance with certain external regulations.
- Evaluate IT compliance with certain institutional policies and procedures.

- Determine whether logical access management controls are adequate to ensure only appropriate users are granted password access to the CVMBS applications, servers, and databases.
- Determine whether physical access management controls are adequate to restrict access to CVMBS servers.
- Assess adequacy of the IT change management process to ensure changes to the CVMBS applications, servers, and databases are authorized, tested, reviewed, and implemented in a manner that supports system security.
- Assess controls for ensuring system availability to ensure the systems will work when needed by users.

To accomplish these objectives, we interviewed personnel, evaluated the adequacy of internal controls, performed tests, evaluated compliance with policies and procedures, 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 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 is generally adequate to ensure management of CVMBS financial and IT risks. A summary of the conclusions for each of the 11 objectives is as follows:

- Financial Governance: CVMBS has implemented processes to ensure it makes funding decisions in a manner that enables it to achieve its goals.
- Compliance with Certain External Financial Regulations: In general, CVMBS has implemented controls to ensure compliance with external financial regulations. We made two recommendations to mitigate risk to a reasonable level.
- Compliance with Certain Institutional Financial Policies and Procedures: In general, CVMBS has implemented controls to ensure compliance with institutional financial policies and procedures. We made two recommendations to mitigate risk to a reasonable level.

- Revenue and Receivable Procedures: In general, CVMBS has implemented procedures to ensure revenue and receivables are reported on the accrual basis and supported by detailed documentation. We made five recommendations to mitigate risk to a reasonable level for one department.
- Budget and Financial Commitment Management: In general, CVMBS has implemented procedures to manage financial risk. We made one recommendation to mitigate risk to a reasonable level.
- Compliance with Certain External IT Regulations: CVMBS IT has effectively implemented a system of control for compliance with certain external IT regulations.
- Compliance with Certain Institutional IT Policies and Procedures: CVMBS IT has effectively implemented a system of control for compliance with certain Institutional IT policies and procedures.
- Logical Access Management: CVMBS IT has begun to implement a logical access management system of control. We made four recommendations to strengthen internal controls in this area and to mitigate risk to a reasonable level.
- Physical Access Management: CVMBS IT has effectively implemented a system of control for physical access management.
- IT Change Management: CVMBS IT has effectively implemented a system of control for change management.
- System Availability: CVMBS IT has begun to implement a system of control to ensure availability of CVMBS IT systems. We made one recommendation to strengthen internal controls in this area and to mitigate risk to a reasonable level.

We made 15 recommendations based on the audit findings. We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 20-02 issued the same date as this Executive Summary. We appreciate the cooperation extended to us by management and staff during the course of our review.



## Colorado State University System

### Continuous Auditing – Colorado State University

#### EXECUTIVE SUMMARY

July 15, 2019

#### **Background Information**

Continuous auditing provides timely, ongoing assurance over processes that are high value or high risk in an environment of regulatory change. Continuous auditing through data analytics is an automated method implemented by auditors verifying control effectiveness and assessing risk. It is a vital tool that accelerates audit activities benefiting organizations that have implemented it.

Internal Auditing began developing the techniques in Fiscal Year 2018 (FY18) for high risk areas noted in prior year assessments. Internal Auditing also identified opportunities to share continuous auditing techniques or information with operational units so that they could use them to monitor risks and effectiveness of controls in their respective areas. This report summarizes continuous auditing activities and collaboration with operational units occurring in FY19, as well as the results of those efforts.

#### **Continuous Auditing – Athletics**

In FY18, Internal Auditing developed a data analytics tool to continuously audit the effectiveness of the system of control for awarding student-athlete scholarship aid after this area was identified as high risk during a prior audit. By National Collegiate Athletic Association (NCAA) regulation, the maximum scholarship aid is

limited to the institution's cost of attendance. There is inherent risk that student-athletes could be awarded more aid than is allowed by the NCAA Division I regulations: the institution attracts students with low cost of attendance and Athletics attracts student-athletes with generous scholarship aid packages.

Internal Auditing applied the tool during FY19. *Possible excess* scholarship aid awards were noted. Internal Auditing worked with the Office of Financial Aid and the Office of NCAA Compliance. The continuous auditing procedures provided management with data about the effectiveness of the operation of its controls. Based on the results, Internal Auditing determined that Report 19-04 Recommendation 1 and Report 17-12 Recommendation 1 are not effectively implemented. The recommendations have been re-opened and management will be required to re-certify implementation.

Details may be found in Audit Report 20-03 issued the same date as this Executive Summary. We would like to express our appreciation to Athletics and the Office of Financial Aid for their assistance and cooperation during the continuous auditing process.

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Susy Serrano – Director, Internal Auditing



Audit of Colorado State University Health Network Insurance Billing

EXECUTIVE SUMMARY

July 16, 2019

**Background Information**

The Colorado State University Health Network (CSUHN) provides comprehensive care for student's health and well-being at Colorado State University (CSU). CSUHN offers a full range of services, regardless of the student's insurance plan, including medical services, counseling services, and health education and prevention services.

Domestic students taking six or more resident instruction hours and international students enrolled at any credit level are required to have health insurance that meets CSU, state, and federal regulations. Domestic students can meet the requirement by electing coverage through an individual/family/employer health insurance plan or enrolling in the University-sponsored Student Health Insurance Plan (SHIP). Students must meet the health insurance requirement their first semester at CSU and every fall semester thereafter. If a student has private insurance coverage, CSUHN will file claims with the student's insurance carrier, and students are responsible for applicable co-pays, co-insurance, deductibles, and any non-covered services.

The CSUHN billing department was created in 2015. The billing department began billing insurance companies for patient encounters through the PyraMED system on June 1, 2015 and prescriptions fills through ProPharm on August 1, 2015. Unlike other healthcare organizations, CSUHN has a low risk for unpaid claims. Unless the claim is denied due to an error by the billing department, unpaid claims are bursared to the student account and paid by the student.

**Scope and Objectives**

For this internal audit engagement, CSU System Internal Auditing contracted with accounting and consulting firm RubinBrown, LLP to perform the engagement. The internal audit covered third party insurance billings for patient encounters in PyraMED for the period

July 1, 2018, through May 24, 2019, and third party insurance billings for prescription fills in ProPharm for the period July 1, 2018, through June 13, 2019.

Availity is the clearinghouse used to submit insurance claims to the third party insurers for PyraMED. The internal audit included limited testing for patient encounter insurance claims submitted between July 1, 2018, and May 24, 2019.

The objectives of the internal audit were to evaluate the efficiency and effectiveness of the system of controls over insurance billing procedures for

- 1) Consistency with standard practices
- 2) Timeliness of billings
- 3) Completeness and accuracy of billings
- 4) Appropriate processing of adjustments and refunds
- 5) Compliance with established policies and procedures

To accomplish these objectives, we interviewed personnel, evaluated the adequacy of internal controls, performed detailed tests, and evaluated compliance with policies and procedures. Our audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

**Results and Conclusions**

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

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



1. Assess job responsibilities and segregate asset custody from posting/adjusting capabilities.
2. Identify and implement controls for reviewing user access rights and enhancing the terminations process to include application level access removal for the PyraMED and ProPharm applications.
3. Work with Availity to develop a batch submission review to ensure all claims submitted have been received in their entirety.
4. Implement a consistent process for reviewing and working outstanding balances in the clearing accounts.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 20-04 issued the same date as this Executive Summary.

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

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Susy Serrano – Director, Internal Auditing



## Colorado State University System

### Facilities Management Planning, Design & Construction Audit – Colorado State University

#### EXECUTIVE SUMMARY July 17, 2019

#### Background Information

A primary function of Colorado State University's Facilities Management is to provide the highest, best use of the University's land. Facilities Management is responsible for all physical aspects of the University's campus, including planning, design, remodeling, construction, and certain maintenance. For this to be accomplished, the Office of the State Architect delegates building code authority to Facilities Management.

#### Scope and Objectives

For this audit engagement, Colorado State University System Internal Auditing contracted with accounting and consulting firm Eide Bailly, LLP to perform the engagement. This examination covered planning, design and construction of projects during the period July 1, 2018, through May 31, 2019. Our objective was to evaluate whether the internal control structure in the Facility Management department provides assurance that:

1. Projects are appropriately approved
2. Planning, Design, and Construction (PDC) is operating in compliance with Office of the State Architect codes, policies and procedures
3. Projects meet requirements and timeliness
4. Record retention practices meet state requirements
5. Revenues and expenses are appropriately captured and mapped in the project management software
6. Industry best practices are applied

#### Projects Audited:

- Shepardson Building Revitalization and Addition

- Nancy Richardson Design Center
- Wayne C. McIlwraith Translation Medicine Institute
- Johnson Family Equine Hospital
- Hughes Stadium Demolition

#### Results and Conclusions

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

The system of internal control is generally adequate for the institution's Planning, Design and Construction department. A summary of the conclusions for each of the objectives is as follows:

- *Approval:* We determined there are documented policies and procedures, and controls are functioning effectively to mitigate risk of improper approval to a reasonable level.
- *Code Compliance:* We determined there are documented policies and procedures, and controls are functioning effectively to mitigate risk of noncompliance with code to a reasonable level.
- *Requirements and timeliness:* We determined there are documented policies and procedures, and controls are functioning effectively to mitigate risk of nonconforming and untimely completion of projects to a reasonable level.
- *Record retention:* We determined there are documented policies and procedures, and controls are functioning effectively to mitigate risk of noncompliance of record retention to a reasonable level. We also identified one

recommendation to implement a best practice related to this area.

- *Capturing and mapping of revenues and expenses:* We determined there are documented policies and procedures, and controls are functioning effectively to mitigate risk of improper capturing and mapping of revenues and expenses to a reasonable level.
- *Industry best practices:* We determined that there are documented policies and procedures, and controls are functioning, which create an environment where industry best practices are often followed. We identified several best practices that we recommend PDC continue adopting, such as; 1) facilities ability to focus on reimbursement of fees through Project Development Fees, 2) an emphasis of an important goal in the Master Plan to provide the “highest best use” of CSU’s land as the university becomes more limited with the amount of available land, and lastly, 3) the recent update to the Master Plan.

We made the following recommendations based on the audit findings:

1. As a best practice, the PDC department should consider converting physical records to electronic format.
2. Facilities Management should ensure that critical scheduling documents such as project tracking spreadsheets are password protected to limit access to modify critical documents to appropriate personnel.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 20-05 issued the same date as this Executive Summary.

We would like to express our appreciation to Facilities Management for their assistance and cooperation during the audit.



## Colorado State University System

### Human Resources Colorado State University-Global

#### EXECUTIVE SUMMARY

July 18, 2019

#### **Background Information**

Colorado State University-Global (CSUG) is a nontraditional university for undergraduate and graduate programs through the Colorado State University System. CSUG offers high-quality and low-cost online education and operates on an eight-week term schedule where classes are offered every four weeks. The university was the first independent, fully-accredited, 100% online state university in the United States.

CSUG is a public, not-for-profit state institution that focuses on flexibility and convenience for modern learners. The program allows students to learn and earn their degree at their own pace. CSUG also provides support in the academic process with efficient admissions processes and knowledgeable student advisors. Tuition rates at CSUG are lower than most online degree programs and they do not have out-of-state tuition fees. The degree earned from CSUG is conferred by the Colorado State University Board of Governors.

CSUG Human Resources consists of a Manager, Generalist and two recruiters reporting through the Associate Vice President (AVP) for Finance and Compliance to the CSUG President. They provide services to 826 employees as of May 31, 2019. During the past year (June 1, 2018, through May 31, 2019), there were 134 persons hired, while 124 persons terminated employment.

#### **Scope and Objectives**

For this internal audit engagement, CSU System Internal Auditing contracted with accounting and consulting firm RubinBrown, LLP to perform the engagement. The internal audit covered human resources processes (recruitment/hiring, performance management, employee

grievance, and segregation of duties) for the period July 1, 2018, through June 30, 2019. It also included the annual reviews for 2018, which occurred prior to July 1, 2018, as the 2019 reviews were not yet complete.

The objectives of the internal audit were to:

1. Assess the adequacy of the hiring process against relevant human resource regulations, rules, state laws, policies, and procedures.
2. Evaluate the adequacy of the performance evaluation process.
3. Evaluate the adequacy of the employee grievance process.
4. Evaluate the adequacy of segregation of duties in the Human Resources Information System.
5. Evaluate the adequacy of termination procedures to ensure timely removal of access to systems and assets.
6. Assess the risk that confidential information in the human resource information system is not adequately secured from unauthorized access.

To accomplish these objectives, we interviewed key stakeholders to evaluate the processes for effectiveness and utilization. We also compared information gathered in interviews to documented processes for consistency, reviewed each process to ensure compliance with Federal and State requirements, and reviewed each process to identify gaps and inefficiencies as it relates to process and/or technology use. We also compared best practices to CSUG processes and provided recommendations as appropriate. Our internal audit was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

## Results and Conclusions

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

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

1. The AVP for Finance and Compliance should consider limiting the ability to “hire/rehire” to the two HR personnel, similar to the Onboarding process.
2. To ensure an equal hiring process for all candidates, the AVP of Finance and Compliance should ensure that every department uses the standardized template across all roles.

We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 20-06 issued the same date as this Executive Summary.

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

**CSU SYSTEM INTERNAL AUDITING**

**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

Risk Ranking Guidelines (Cont'd)	
<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>
Ranking Impact	
<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.

OVERALL RISK SCORING MATRIX		LIKELIHOOD		
		High	Medium	Low
IMPACT	High	Critical	High	Medium
	Medium	High	Medium	Low
	Low	Medium	Low	Low

# Item #3

## Status of Past Due Recommendations

COLORADO STATE UNIVERSITY SYSTEM

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## Internal Auditing

### All Overdue Recommendations

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Date
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	5/31/2019
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	5/31/2019
18-05	Veterinary Teaching Hospital	CSU	1	...Document financial control processes for account reconciliations, accounts receivable, invoicing revenue, processing cash receipts, accounting for central supply, and pharmacy inventories.	Agree - The VTH is in the process of documenting SOP's (Standard Operating Procedures) for all these areas as part of our StringSoft Hospital Management System implementation.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	2	...Ensure that there is an audit trail, whether in the patient file or electronically in the system, for all invoice charges.	Agree - The StringSoft system will allow better tracking by having all information in one system. We will be able to view fee estimates, signed client approvals, treatments and charges to ensure we are capturing all charges appropriately.	11/1/2018	10/01/2019

18-05	Veterinary Teaching Hospital	CSU	3	With the implementation of StringSoft, it is recommended that the VTH Business Officer fully automate the discount process.	Agree - StringSoft will allow us to flag accounts up front for a specific discount type to be automatically applied to the invoice.	11/1/2018	10/01/2019 314
18-05	Veterinary Teaching Hospital	CSU	4	The VTH Business Officer should expand the discount review process to include spot checks of discount calculations. This will help ensure that discounts are properly calculated and recorded and that the VTH is collecting all revenues due.	Agree – VTH will be spot checking all aspects of the new StringSoft system to ensure accuracy and functionality both before and after go-live.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	5	...Enhance compensating controls by implementing analytical procedures to monitor and track monthly supply expenses for the individual departments. This oversight function should be separate from the functions related to maintaining the supply inventory.	Agree – VTH will work with StringSoft and the University data mining tool to create monitoring reports of supplies purchased versus sold. This reporting will flow through the Director’s Office to maintain separation of duties.	11/1/2018	10/01/2019
18-05	Veterinary Teaching Hospital	CSU	6	...Consider including non-formulary items in the inventory system. This would allow for better tracking of the purchases and usage of the non-formulary item, as well as improved controls over the accuracy of pricing and billing for this item.	Agree - VTH is currently working with StringSoft to develop a process for compounding and non-formulary items to be part of the inventory system.	11/1/2018	10/01/2019
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...	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...	3/31/2019	12/31/2019

# Item #4

## State Budget Update

The Department of Higher Education is developing a new allocation formula for the FY 2020-2021 budget cycle.

The Governor's Office has directed the DHE to model a 2% increase in General Funds for FY2021 and to assume no increase in resident tuition. We do not believe this recommendation is final.

Proposition CC would allow the state to retain excess revenue it is currently required to refund under the Taxpayer's Bill of Rights (TABOR). The retained funds would be used for education, higher education and transportation purposes.

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# Item #5

## GASB Implementations

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# Upcoming GASB Implementations



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# Summary of GASB's

## GASB History

- GASB tends to follow issuances from FASB
- FASB has issued 173 Accounting Standard Updates since the codification of 168 standards in 2009.
- GASB has issued 91 pronouncements
- There are 8 new GASB pronouncements with 5 impacting CSU.

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# GASB 83

## Certain Asset Retirement Obligations

*June 30, 2019*

- Required to record a long-term liability on certain asset retirement obligations that are legally required to be remediated upon disposal of the asset. Examples include x-ray machines and research equipment that includes nuclear components.
- Will impact 6/30/19 financial statements.
- CSUS will book approximately \$1.47 million liability, \$0.01 deferred outflow and \$1.44 million expense for remediation related to assets that are fully depreciated.

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# GASB 84 Fiduciary Activities

*June 30, 2020*

- Establishes criteria for identifying fiduciary activities.
- CSUS currently reports the OPEB Trust Fund as a fiduciary fund.
- May require CSU to report some items currently reported on the Statement of Net Position as Deposits held for others separately in a fiduciary fund.
- May be an impact to fund balance but anticipate it will be negligible.

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# GASB 87

## *Leases*

### June 30, 2021

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

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**GASB 88**  
**Certain**  
**Disclosures**  
**Related to Debt,**  
**including Direct**  
**Borrowing and**  
**Direct Placements**  
*June 30, 2019*

COLORADO STATE UNIVERSITY SYSTEM

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- **New footnote disclosure requirements starting in Fiscal Year 2019.**
- **This statement requires that additional information be provided for direct borrowings and direct placement of debt.**
- **CSUS will enhance footnote disclosure related to Series 2015D Variable Rate Debt.**

**GASB 89**  
**Accounting for**  
**Interest Cost**  
**Incurred before**  
**the End of a**  
**Construction**  
**Period**  
*June 30, 2021*

- **Starting in Fiscal Year 2021, interest will no longer be capitalized during the construction phase of the project but will be expensed.**

COLORADO STATE UNIVERSITY SYSTEM

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# Item #6

## Campus Budget Presentations - Initial FY 2021 Budget

COLORADO STATE UNIVERSITY SYSTEM

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**FY21 Incremental E&G Budget - V.1.0****Colorado State University - Fort Collins**

Thursday, July 25, 2019

	<u>Scenario 1</u>		<u>Scenario 2</u>		<u>Scenario 3</u>	
	State = 2% Rate = 0% - RUG		State = 2% Rate = 3% - RUG		State = 2% Rate = 8% - RUG	
<b>New Resources</b>						
Tuition						
Undergraduate-Enrollment Growth						
Increase in FTE	\$	-	\$	-	\$	-
Change in mix - RES vs. NRES		-		-		-
Undergraduate Rate Increase						
Resident		-		3,625,000		13,393,000
Non-Resident		4,205,490		4,205,490		4,205,490
Graduate Rate Increase						
Resident		466,590		466,590		466,590
Non-Resident		663,320		663,320		663,320
Professional Veterinary Medicine Rate Increase		2,112,000		2,112,000		2,112,000
Differential Tuition		-		-		-
Total Tuition	\$	7,447,400	\$	11,072,400	\$	20,840,400
State Funding Impact		2,999,000		2,999,000		2,999,000
Facilities and Administrative Overhead		-		-		-
Other		-		-		-
<b>Total New Resources</b>	<b>\$</b>	<b>10,446,400</b>	<b>\$</b>	<b>14,071,400</b>	<b>\$</b>	<b>23,839,400</b>
		5,013,000		5,797,000		7,851,000
<b>Net New Resources</b>	<b>\$</b>	<b>5,433,400</b>	<b>\$</b>	<b>8,274,400</b>	<b>\$</b>	<b>15,988,400</b>
<b>New Expenses</b>						
Faculty/Staff Compensation		14,735,000		14,735,000		14,735,000
Mandatory Costs		1,568,000		1,568,000		1,568,000
Academic Incentive Funding		1,637,000		1,637,000		1,637,000
Multi-Year Central Investments in Strategic Initiatives	\$	1,421,000	\$	1,421,000	\$	1,421,000
Quality Enhancements		500,000		500,000		500,000
Reallocation		-		-		-
<b>Total New Expenses</b>	<b>\$</b>	<b>19,861,000</b>	<b>\$</b>	<b>19,861,000</b>	<b>\$</b>	<b>19,861,000</b>
<b>Net</b>	<b>\$</b>	<b>(14,427,600)</b>	<b>\$</b>	<b>(11,586,600)</b>	<b>\$</b>	<b>(3,872,600)</b>

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

1% Increase NRUG = student share \$281/yr.

1% RUG Increase = \$1.5M

1% NRUG Increase = \$1.4M

1% Salary Increase = \$4.5M

**Base Assumptions**

Resident Undergraduate See Above 0%; \$0/yr.

Non-Resident Undergraduate 3%; \$844/yr.

Resident Graduate 3%; \$316/yr. and Resident Professional Veterinary Medicine 5%; \$1,734/yr.

Non-Resident Graduate 3%; \$774/yr. and Non-Resident Professional Veterinary Medicine 2%; \$1,155/yr.

Differential Tuition - UG ~ 0% (est. round to whole number)

Salary/Benefit Pool - Faculty/AP 3%

Salary/Benefit Pool - SC 3%

Internal Reallocations 0%

Fees TBD

**FY 2021 Incremental E&G Budget - V.1.0**

**Colorado State University - Pueblo**

August 2019

**New Resources**

		Scenario 1	Scenario 2	Scenario 3
		Tuition =	Tuition =	Tuition =
		0% increase	3% increase	8% increase
Tuition				
Undergraduate Rate Increase				
1	Resident	\$ -	646,000	\$ 1,722,000
2	Non-Resident and WUE		222,000	\$ 593,000
3	Undergraduate Differential Tuition		8,000	22,000
Graduate Rate Increase				
4	Resident		32,000	85,000
5	Non-Resident and WUE		11,000	31,000
6	Resident Teacher Education Program		3,000	10,000
7	Graduate Differential Tuition		4,000	11,000
8	Projected Enrollment Change = 0%*	-	-	-
9	Total Tuition	-	926,000	2,474,000
10	Change in State Funding (2%)	417,000	417,000	417,000
11	<b>Total New Resources</b>	<b>\$ 417,000</b>	<b>\$ 1,343,000</b>	<b>\$ 2,891,000</b>

**12 Financial Aid**

13	<b>Net New Resources</b>	-	232,000	619,000
		<b>\$ 417,000</b>	<b>\$ 1,111,000</b>	<b>\$ 2,272,000</b>

**New Expenses**

14	Investments to Enhance Academic Quality	250,000	250,000	250,000
15	Reinstate One-time Budget Cuts in FY2020	900,000	900,000	900,000
16	Faculty and Staff Compensation (3.0%)	1,300,000	1,300,000	1,300,000
17	Fringe Benefit Increase (increase = 1.5% of base salaries)	455,000	455,000	455,000
18	Mandatory Costs**	600,000	600,000	600,000
19	Base Budget Inflationary Increase (2.7%)	500,000	500,000	500,000
20	<b>Total New Expenses</b>	<b>\$ 4,005,000</b>	<b>\$ 4,005,000</b>	<b>\$ 4,005,000</b>

**21 Net**

	<b>\$ (3,588,000)</b>	<b>\$ (2,894,000)</b>	<b>\$ (1,733,000)</b>
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1% RUG Increase = student share increase of \$79/year

1% NRUG Increase = increase of \$246/year

**Base Assumptions**

Tuition See Above % For All Tuition Categories.

Salary Increase Faculty / Administrative Professionals (3% total)

Salary Increase State Classified Staff (3% Total)

\* To be determined. Dependent upon advancement of Vision 2028 initiatives.

\*\*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.

## Item #7

# Annual Approval of Institutional Plan for Student Fees at CSU and CSU-Pueblo

COLORADO STATE UNIVERSITY SYSTEM

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



The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTERS FOR ACTION:**

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

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the Institutional Student Fee Plan and Policy for Fiscal Year 2019-20, as attached for CSU and CSU-Pueblo.

**EXPLANATION:**

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

Institutional Fee Policy and Plan. In accordance with C.R.S. §23-5-119.5 and CCHE Policy VI-C-3.01, the Board is required to adopt a Student Fee Policy and an Institutional Student Fee Plan and to annually review the plan and approve any new fees or fee changes. This document is organized according to the statutory requirements and provides all required information regarding Student Fees currently being charged, and to be charged in FY2020, by Colorado State University and Colorado State University - Pueblo. CSU Global Campus does not charge student fees and therefore no plan is necessary.

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date



COLORADO STATE UNIVERSITY  
FY20 Institutional Student Fee Plan and Policy

Introduction and Purpose:

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

1. Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) The Student Fees to be assessed are approved annually by the Board of Governors of the Colorado State University System. The President of the University annually recommends to the Board of Governors the specific Fees and the allocation of Fee revenues, which may be approved, rejected or modified at the Board's discretion. In addition, without restricting the President's discretion, the Bylaws of the Student Fee Review Board (SFRB) set forth the

meaningful processes by which student input on Student Fees is provided to the University administration before the President makes a recommendation to the Board of Governors. The budget assumptions on which to base the requests are set by the Operations Committee of the CSU President's Cabinet, consistent with the institution's annual budget process.

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

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

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

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

- (i) The amount of the new Fee or of the Fee increase;
- (ii) The reason for the new Fee or Fee increase;

(iii) The purpose for which the institution will use the revenues received from the new Fee or Fee increase; and

(iv) Whether the new Fee or Fee increase is temporary or permanent and, if temporary, the expected date on which the new Fee or Fee increase will be discontinued.

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

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

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

5. Plan for addressing reserve fund balances:

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

07/22/2019

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

### 1. INTRODUCTION AND DEFINITIONS

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

#### A. Definitions of Key Terms:

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

- Funding registered student organizations and student government
- Construction, remodeling, maintenance, and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved
- Athletics
- Student Health Services
- Student Recreation Center
- Student Center
- Child Care Center
- Technology
- Mass transit
- Parking
- Bond payments for which fees have been pledged

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

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

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

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

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

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

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

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

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

## 2. FEE CATEGORIES

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

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

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

### 3. PURPOSE OF FEES

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

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

Charges for services and user charges are not fees.

### 4. PROPOSAL AND APPROVAL PROCESS

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



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

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

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

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

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

Academic Purpose Fees: A new Academic Purpose Fee is:

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

Administrative Purpose Fees:

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

### Other Fees, Charges for Service, and User Charges:

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

### Proposals Referred to the ASG Senate:

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

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

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

## **5. ADMINISTRATION OF FEES AND CHARGES**

### Budget Process for Fees and Charges:

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

### Publication of Fees:

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

Assessment of Fees:

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

Itemization of Fees on Billing Statement:

Fees are separately identified on the University's student billing statement.

Assessing General and Administrative Costs:

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

Fees Related to Bond Issues or Specific University Sponsored Programs:

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

Viewpoint Neutral Criteria Related to Non-University-sponsored Programs and University Chartered Clubs and Organizations:

Non-University-sponsored programs and University chartered clubs and organizations must submit allocation requests to the SFGB for review. All decisions made by the SFGB are subject to approval by the Vice President for Finance and Administration and the President.

The following viewpoint neutral criteria are to be used to determine the funding of the various programs/organizations:

- The program/organization provides a service or adds value to the University student community in relationship to the program's/organization's purpose;
- The program/organization has fixed expenses, such as staff, office expenses, equipment, etc.;

- The program/organization adheres to a planned budget and is accountable for its expenses and also demonstrates familiarity with applicable laws, including but not limited to those laws that apply to expenditures and use of state money;
- The program/organization presents a budget with adequate justification for the upcoming fiscal year;

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

## 6. COMPLAINT RESOLUTION PROCEDURE

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

### Appealing Recommendations made by the SFGB and/or the ASG Senate:

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

### Appealing Individual Charges on a Student Account:

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

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

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

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

Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTER FOR ACTION:**

Approval of the FY 2019-2020 Music fees for CSU – Pueblo and FY 2019-2020 Summer Session Off Campus Student Fees for CSU.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System approves the proposed fees as listed in MATTERS FOR ACTION and as presented in the Finance Committee presentation of the Board of Governors on August 9, 2019 for the 2019-2020 Fiscal Year.

**EXPLANATION:**

Presented by Henry Sobanet, Chief Financial Officer, CSU System and Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo.

At the May 2019 CSU System Board of Governor’s meeting, the Board approved course and program fees for CSU-Pueblo. The document that was approved included a typographical error for Program Fees in the Music Department. Specifically, the fee schedule indicated that the Music Fees were *per Student*. The fees should have been listed as a cost *per Credit Hour*. The corrected schedule is shown below.

<u>Courses</u>	<u>FY 2019 Program Fee</u>	<u>FY 2020 Program Fee</u>	<u>Change from FY 2019 to FY 2020</u>
<u>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)</u>			
<u>Music Applied Guitar courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489)</u>			
<u>Percussion Program (175, 275, 375, 395, 465, 485, 572)</u>			
<u>Music Applied Piano/Organ courses (125, 176, 177, 229, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487)</u>			

Board of Governors of the  
 Colorado State University System  
 Meeting Date: August 8-9, 2019  
 Action Item

<u>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)</u>	<u>\$145/CH</u>	<u>\$195/CH</u>	<u>\$50/CH</u>
<u>Music Applied Voice courses (169, 269, 369, 389, 459, 479, 574)</u>			
<u>Music Applied courses (339, 348, 438, 439)</u>			
<u>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)</u>			
<u>Music 345, 349</u>		<u>\$195/CH</u>	<u>\$195/CH</u>

At the May 2019 CSU System Board of Governor's meeting, the Board approved mandatory student fees for CSU. The document did not include the Summer Session, Off Campus Student Fees at CSU. The schedule is included in this item for approval.

\_\_\_\_\_  
 Approved

\_\_\_\_\_  
 Denied

\_\_\_\_\_  
 Dean Singleton, Board Secretary

\_\_\_\_\_  
 Date



**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

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

COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
SUMMER SESSION 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	\$2.43	\$4.15	\$6.58	170.8%
Associated Students of Colorado State University	\$7.95	\$0.00	\$7.95	0.0%
Athletics Debt Service	\$1.65	\$0.00	\$1.65	0.0%
Campus Recreation				
Facilities Debt Service	\$17.11	\$0.00	\$17.11	0.0%
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Students Accessibility	\$0.89	\$0.00	\$0.89	0.0%
Interpersonal Violence Response & Safety	\$1.41	\$0.45	\$1.86	31.9%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$24.77	\$0.00	\$24.77	0.0%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
Subtotal	\$82.14	\$5.67	\$87.81	6.9%
University Alternative Transportation Fee	\$9.91	\$1.03	\$10.94	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>\$428.30</b>	<b>\$6.70</b>	<b>\$435.00</b>	<b>1.6%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.22	\$2.07	\$3.29	169.7%
Associated Students of Colorado State University	\$3.97	\$0.00	\$3.97	0.0%
Athletics Debt Service	\$0.82	\$0.00	\$0.82	0.0%
Campus Recreation Facilities Debt Service	\$8.56	\$0.00	\$8.56	0.0%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Student Accessibility	\$0.44	\$0.00	\$0.44	0.0%
Interpersonal Violence Response & Safety	\$0.70	\$0.23	\$0.93	32.9%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$12.38	\$0.00	\$12.38	0.0%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
University Alternative Transportation Fee	\$4.96	\$0.51	\$5.47	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>\$187.73</b>	<b>\$3.88</b>	<b>\$191.61</b>	<b>2.1%</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.

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

COLORADO STATE UNIVERSITY  
EDUCATION AND GENERAL  
PROPOSED STUDENT FEE SCHEDULE  
PER SEMESTER FOR ACADEMIC YEAR 2019-20  
SUMMER SESSION 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>				
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Associated Students of Colorado State University	\$7.95	\$0.00	\$7.95	0.0%
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Campus Recreation				
Facilities Debt Service	\$17.11	\$0.00	\$17.11	0.0%
Student Recreation Center	\$0.00	\$0.00	\$0.00	0.0%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Students Accessibility	\$0.89	\$0.00	\$0.89	0.0%
Interpersonal Violence Response & Safety	\$1.41	\$0.45	\$1.86	31.9%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$24.77	\$0.00	\$24.77	0.0%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
Subtotal	\$82.14	\$5.67	\$87.81	6.9%
University Alternative Transportation Fee	\$9.91	\$1.03	\$10.94	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>\$428.30</b>	<b>\$6.70</b>	<b>\$435.00</b>	<b>1.6%</b>
<b>PART TIME FEES (five or less credits)</b>				
Adult Learner & Veteran Services	\$1.22	\$2.07	\$3.29	169.7%
Associated Students of Colorado State University	\$3.97	\$0.00	\$3.97	0.0%
Athletics Debt Service	\$0.82	\$0.00	\$0.82	0.0%
Campus Recreation Facilities Debt Service	\$8.56	\$0.00	\$8.56	0.0%
Career Center	\$21.16	\$0.95	\$22.11	4.5%
Committee for Disabled Student Accessibility	\$0.44	\$0.00	\$0.44	0.0%
Interpersonal Violence Response & Safety	\$0.70	\$0.23	\$0.93	32.9%
Lory Student Center				
Operations	\$0.00	\$0.00	\$0.00	0.0%
Facilities Construction/Renovation	\$12.38	\$0.00	\$12.38	0.0%
Student Resolution Center	\$4.77	\$0.12	\$4.89	2.5%
University Alternative Transportation Fee	\$4.96	\$0.51	\$5.47	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>\$187.73</b>	<b>\$3.88</b>	<b>\$191.61</b>	<b>2.1%</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.

# Item #8

## Adoption of Mandatory Health Insurance for Students at CSU

COLORADO STATE UNIVERSITY SYSTEM

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



The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTERS FOR ACTION:**

Board of Governors of the Colorado State University System (Board) affirmation and approval of a policy requiring mandatory student health insurance coverage for all students at Colorado State University Fort Collins.

**RECOMMENDED ACTION:**

MOVED, the Board hereby affirms and approves a requirement for mandatory health insurance for all students at Colorado State University – Fort Collins which will enable the University to create and implement a policy requiring all new students enrolled in six (6) or more resident instruction credits to demonstrate comprehensive health insurance coverage either through the University health insurance plan or a comparable plan which may be a health care sharing ministry plan.

**EXPLANATION:**

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

The Board has authority to promulgate rules and regulations for the safety and welfare of students, including rules and regulations related to health insurance pursuant to C.R.S. §23-5-106. Based on this, the Board previously approved a policy mandating that all full-fee paying, resident instruction graduate students be covered by a comprehensive health insurance plan (resolution dated February 2, 2008). In 2013, Colorado law with respect to student mandatory health insurance was changed and now allows institutions of higher education to require undergraduate students to also maintain health insurance. Colorado State University Fort Collins has since implemented a requirement that all new students enrolled in six (6) or more resident instruction credits be covered by a comprehensive health insurance plan. This requirement is in accord with Colorado Law and prior Board approval of the same requirement with respect to graduate students. Colorado State University Fort Collins seeks the affirmation and approval of the Board of this requirement as applied to undergraduate students, which will be implemented through an update to the Mandatory Health Insurance Policy.

\_\_\_\_\_  
Approved      Denied

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

\_\_\_\_\_  
Date

# Item #9

## CSU System Treasury Update

COLORADO STATE UNIVERSITY SYSTEM

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



# CSU System Operating Portfolio

	Beg Bal FY2019					
	1-Jul-18	30-Sep-18	31-Dec-18	31-Mar-19	30-Jun-19	Gain/Loss
<b><i>Tier I</i></b>						
State Treasury Pool	\$ 492,527,767	\$ 344,910,479	\$ 250,355,697	\$ 356,802,297	\$ 251,343,068	
Vanguard MM		20,071,430	20,180,682	20,296,984	20,415,594	
Goldman Sachs MM		20,000,000	20,000,000	20,003,999	20,007,998	
Fidelity MM		20,064,400	20,172,593	20,288,453	20,410,197	
<b>Total Tier I</b>	<b>492,527,767</b>	<b>405,046,309</b>	<b>310,708,972</b>	<b>417,391,733</b>	<b>312,176,858</b>	
<b><i>Tier II</i></b>						
<b>Total Tier II</b>	-	-	-	-	-	
<b><i>Tier III</i></b>						
Fidelity S&P 500 Index		46,025,836	54,017,155	61,391,025	64,030,766	4,030,766
Vanguard US Completion		15,075,729	17,014,741	19,735,292	20,335,069	335,069
Vanguard Intl Equity		40,180,538	48,750,405	53,747,936	55,229,736	1,229,736
Vanguard Core Fixed Income		64,373,966	87,369,936	89,944,987	92,494,735	6,494,735
<b>Total Tier III</b>	-	<b>165,656,069</b>	<b>207,152,237</b>	<b>224,819,240</b>	<b>232,090,307</b>	<b>12,090,307</b>
<b>TOTAL OPERATING PORTFOLIO</b>	<b>\$ 492,527,767</b>	<b>\$ 570,702,378</b>	<b>\$ 517,861,209</b>	<b>\$ 642,210,973</b>	<b>\$ 544,267,165</b>	

## 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.



- Tier III Performance
  - Market value as of June 30th: \$232,090,307; total gain of \$12,090,307
- Tier II funded on July 10, for \$55 million.
  - Short term, investment grade fixed-income securities. Brown Brothers Harriman (BBH) to manage fund.
- Custodian Bank
  - Responsible for safeguarding (“holding”) assets and provide monthly accounting and reporting.
  - “Launched” on July 1; All funds have been transferred to Bank New York Mellon.
- Investment Advisory Committee
  - Met on July 23 to review portfolio performance and market commentary.
  - Confirmed reallocation from Tier I to Tier III after reviewing cash low point at end of July.

COLORADO STATE UNIVERSITY SYSTEM

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





# Item #10

## Adoption of Seventeenth Supplemental Resolution Series 2019 Refunding Bonds

COLORADO STATE UNIVERSITY SYSTEM

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



# 17<sup>th</sup> Supplemental Resolution Series 2019 Refunding Bonds

- Opportunity to issue Taxable Refunding Bonds of \$50 million to refund a portion of Series 2015A, 2015E-1, and 2015E-2
  - Now \$110 million and also includes Series 2017C and 2018
- Annual debt service savings of \$155,000, representing NPV savings of 5%
  - Now average annual debt service savings of \$285,000, representing NPV of 3%
- Most of the refunded bonds were issued as State-intercept bonds; will ask State Treasurer for permission to issue the refunding bonds as State-intercept bonds.
- Obtain ratings from Moody's and Standard & Poor's
- Resolution allows for up to \$100 million of refunding bonds, as there are currently other outstanding bonds (Series 2016) borderline eligible for savings
  - Now resolution allows for up to \$150 million of refunding bonds to allow for flexibility if rates should continue to decline.
- Plan to maintain level debt service and not extend maturities

COLORADO STATE UNIVERSITY SYSTEM

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



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

**SEVENTEENTH SUPPLEMENTAL RESOLUTION**

Authorizing the issuance of one or more series of:

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

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## SEVENTEENTH 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 Seventeenth Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 2019” (referred to herein as the “Refunding Bonds”) for the purposes of (a) defraying the cost of financing the Refunding Project, as further described herein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Seventeenth 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 Seventeenth Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

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

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

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

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

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

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

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

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

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

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

“*Seventeenth Supplemental Resolution*” means this Seventeenth Supplemental Resolution adopted by the Board on August 8, 2019.

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

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

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

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

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

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

“*Paying Agent*” means 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 Refunding Bonds, and any successor thereto.

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

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

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

“*Refunded Bonds*” means those obligations of the Board to be refunded, paid and discharged with a portion of the proceeds of one or more series of the Refunding Bonds, as designated in the applicable Pricing Certificate and, if applicable, the Escrow Agreement.

“*Refunding Project*” means the refunding, payment and discharge of the Refunded Bonds.

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

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

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

“*Refunding Bonds*” means the Bonds issued in one or more series or subseries hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series 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 Refunding Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Refunding Bonds, shall be determined by the Board Representative, in accordance



with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

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

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

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

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

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

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

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

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

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

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

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

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

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

## ARTICLE II

### AUTHORIZATION OF REFUNDING PROJECT AND CERTAIN RELATED DOCUMENTS

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

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

**Section 2.03. Authorization of the Refunding Project.** The Board hereby determines to undertake the Refunding Project pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions

of the Code, and further determines that all requirements and limitations of such statutes have been met.

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

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

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

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

**Section 2.07. Bond Insurance.** In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Refunding Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this Section 2.08, shall be deemed to be incorporated in this Seventeenth 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 Seventeenth Supplemental Resolution, and, as appropriate in connection with each series of Refunding Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the Paying Agency Agreement, the Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any Credit Enhanced Bonds, and any other documents or certificates necessary or appropriate to close the sale of the Refunding Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

### ARTICLE III

#### AUTHORIZATION AND TERMS OF REFUNDING BONDS

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

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

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

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

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

(i) ***Parameters.*** Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed

\$150,000,000 for the Refunding Project. Any Refunding Bonds, issued in one or more series or subseries, shall bear interest at such taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt issued hereunder. Notwithstanding the foregoing, Credit Enhanced Bonds may have a maximum interest rate not in excess of 12% per annum. Any Refunding Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2059 with respect to bonds issued for the Refunding Project. In addition, the Board shall only issue the Refunding Bonds to finance the Refunding Project if such Refunding Project results in present value savings with respect to the debt service requirements on the Refunded Bonds sufficient to comply with the Board's debt management policy as determined by the Board Representative.

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

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

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

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

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

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

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

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

(a) ***State Intercept Program.*** The Board may elect to utilize the State Intercept Program for all or a portion of the Refunding Project. The final determination

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

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

## ARTICLE IV

### REDEMPTION OF REFUNDING BONDS

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

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

**Section 4.03. Selection of Refunding Bonds for Redemption.** If less than all of the Refunding Bonds are called for prior redemption hereunder, the Refunding Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Refunding Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Refunding Bond of a denomination larger than an Authorized Denomination, such Refunding Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Refunding Bonds is so

redeemed, the Registrar shall, without charge to the owner of such Refunding Bond, authenticate a replacement Refunding Bond for the unredeemed portion thereof.

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

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

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

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

## ARTICLE V

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

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

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

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



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

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

## ARTICLE VI

### ESTABLISHMENT OF CERTAIN ACCOUNTS

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

## ARTICLE VII

### FEDERAL TAX LAW MATTERS

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

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

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

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

## ARTICLE VIII

### MISCELLANEOUS

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

**Section 8.02. Severability and Invalid Provisions.** If any one or more of the covenants or agreements provided in this Seventeenth 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 Seventeenth 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 Seventeenth 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 Seventeenth Supplemental Resolution.

**ADOPTED AND APPROVED as of August 8, 2019.**

[SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[Signature Page to Seventeenth Supplemental Resolution]

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

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

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

**UNITED STATES OF AMERICA  
STATE OF COLORADO**

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

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

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

REGISTERED OWNER: CEDE & CO.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[The 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.]

The Refunding Bonds are issued by the Board as authorized by and pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Refunding Act, the

Research Building Fund Act, the State Intercept Act (if applicable), the Supplemental Public Securities Act, and applicable provisions of the Code.

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

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

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

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

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



When all principal of, premium, if any, and interest on the Refunding Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

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

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

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

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

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM

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

ATTEST:

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

[FORM OF CERTIFICATE OF AUTHENTICATION FOR REFUNDING BONDS]

**CERTIFICATE OF AUTHENTICATION**

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

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

ZIONS BANCORPORATION, NATIONAL  
ASSOCIATION, as Registrar

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

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

[FORM OF ASSIGNMENT OF REFUNDING BONDS]

**ASSIGNMENT**

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

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

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

Signature Guaranteed:

\_\_\_\_\_

Name and address of transferee:

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

Social Security or other  
tax identification number of transferee:

\_\_\_\_\_

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF REFUNDING BONDS]

# Item #11

## Adoption of Updated 2-Year Cash List

COLORADO STATE UNIVERSITY SYSTEM

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



**Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item**

MATTER FOR ACTION:

Approval of the amended FY 19-20 2-year Cash List for CSU

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the attached amended FY 2019-2020 2-year cash list for CSU.

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

EXPLANATION:

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

The 2-year cash list is being amended to request cash spending authorization for the following projects: Lory Student Center Phase III Revitalization and Adult Learner & Veteran Services Addition, Meridian Village, CU-CSU Medical School Branch, GeoExchange System, Mountain Campus Experiential Learning Center. The program plans for these projects have either been approved, or have been submitted for review and approval by the Board of Governors at this meeting.

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

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

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

\_\_\_\_\_  
Date

**CSU Fort Collins FY 19-20 2-year cash list amendment**

7/3/2019

Campus	Project Name	Cash Funds	BOG program plan approval
CSU	Lory Student Center Phase III Revitalization and Adult Learner & Veteran Services Addition	\$24.0M	pending Aug 2019
CSU	Meridian Village Phases 1	\$130-\$140M	pending Aug 2019
CSU	CU-CSU Medical School Branch	\$10.0M	May-19
CSU	GeoExchange System	\$21.3M	May-19
CSU	Mountain Campus Experiential Learning Center	\$3.7M	pending Aug 2019

# Section 10

## *CSU-Pueblo Reports*

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report





## Adair-Huerta Board of Governor's Report August 2019

### **NOTE FROM PRESIDENT ADAIR**

Over the summer, CSU-Pueblo and ASG have anxiously been preparing for the arrival of our student body back on campus, as well as the arrival of our new students, both freshmen and transfer students. In preparation, Vice President Huerta and I traveled to a Student Government Institute in Norfolk, Virginia hosted at Old Dominion University, where we met a wide variety of other student governments and were able to help each other solve current issues and generate new ideas. We are excited to apply our new knowledge to our projects as the year continues. Despite our traveling, we've been working hard to plan for the year ahead and are excited to on board the rest of our Administration and our Senate in the month of August. This update highlights the work that both the University and ASG have been doing to make the upcoming fall a prosperous and exciting semester for all students.

### **NEW STUDENT ORIENTATION**

Every year, New Student Orientation takes place throughout the summer in order to provide a bridge for new students as they transition to CSU-Pueblo and the town of Pueblo itself. This year, the NSO staff chose to hold three separate Orientation dates and allow the incoming students to pick which date was most convenient for them. The first of these dates was held in June and students who elected for this Orientation date received an overnight experience in the CSU-Pueblo Residence Halls. This

allowed students to not only experience the campus, but also see what their living quarters for the next year will be like and get a chance to stay there before they actually move in.



Parents and families were also welcome to stay as part of our Parents and Families Orientation Experience. In conjunction with NSO, our popular Discover Downtown event was also held so that new students could explore one of Pueblo's greatest attractions. Students and families were bussed to the Pueblo Riverwalk where various student resources and businesses

were prepared to welcome them to Pueblo and show them what the town has to offer. The entire weekend was very successful and left many of our incoming students and their families excited for their experience ahead at CSU-Pueblo. We are looking forward to similar experiences with our two upcoming Orientation Experiences.

### **STUDENT DISCOUNT PROGRAM**

The Student Discount Program is a program that has already been developed on our campus and is designed to encourage students to get out into the Pueblo community and visit local businesses. At participating locations, students can receive various discounts on food, merchandise and experiences. In previous years, the program has fallen off, so we've made it a goal this year to revamp the program. Vice President Huerta and I recently met with Tracy Samora, Director of Alumni Relations, who helped students start the program. We plan

to work in conjunction with her, as there is also an Alumni Discount Program active in Pueblo and we would like to link the two into an Alumni and Student Discount Program. After combining the programs, we will be able to run them together as well as market them together through our various advertisement mediums. We are currently working to update contracts with current vendors, but plan to add more in the future in order to provide more opportunities for both our students and alumni.

### **NEW INTRAMURAL SPORTS OPPORTUNITY FOR STUDENTS**

The CSU-Pueblo Recreation Center has recently decided to launch a new intramural sport in an effort to involve a broader variety of students. The new sport is online gaming and it is set to reach a completely different group of students that does not normally participate in campus intramurals. The program is currently in early stages, but Bill Moorman, Assistant Director of Student Recreation is hoping to build it into a

competitive sports team as it is at many other campuses in Colorado. Currently he is working to find an area for the athletes to play as well as computers that can handle the demand of the games before the program is fully launched. ASG is excited to help in any way that we can and we hope the new league will garner the involvement of a new faction of students and help boost both retention and enrollment.

### WOLF PACK WELCOME WEEK

Wolf Pack Welcome Week is set to start Saturday, August 24th and run through the following Friday. The week is geared toward welcoming all returning and new students to campus as they start classes and get into the swing of the new semester. The week also works to get students on campus and get them involved outside of the classroom.

This year, the week will feature past favorites, such as Pack Kickoff, which is held in the Thunderbowl and includes a casino night, prizes, spray art shirts and fireworks.

The week will also include a comedy hypnotist, the Student Employment and Involvement Fair, tickets to the Colorado State Fair and more.



### NEW PARKING PERMIT SYSTEM

This year, our campus is introducing a new parking permit system. In the past, permits were hanging tags that had to be purchased in person at Auxiliary Services. The new system allows students to purchase their permits online at any time of day. Once the order is placed online, the permit is mailed to students. The permit is also now a sticker

that students can place on the bottom corner of their windshield, which eliminates previous issues students had been encountering with hanging the permits from their rearview mirrors. The new system provides a much more convenient purchase method that many students are looking forward to.

### PACKFEST

The Office of Student Engagement and Leadership is holding their annual music festival, Packfest, September 13th. The festival is open to the public and this year

will include three headliners: Max, Hoody Allen, and Bryce Vine. The festival also includes local foods, flower crown making stations, photo booths, a mechanical bull,

and various other activities. The festival is in its fourth year and is designed to attract both students and the Pueblo community for a night of fun and music for everyone

involved. ASG is excited to be sponsoring the mechanical bull and will be volunteering at the event to help make it a success.



**Colorado State University System  
Board of Governors**

**CSU-Pueblo Faculty Representative Report  
submitted by Matt Cranswick  
July 15, 2018**

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Neither Faculty Senate, nor the Faculty Senate Executive Committee, has met since April. Faculty Senate will not reconvene until convocation week in August at the Faculty Senate retreat. At this time new business items will be chosen for AY19-20.

Please see the Provost's report for a list of faculty activities across each unit.



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

DATE: July 25, 2019  
TO: Colorado State University System Board of Governors  
FROM: Timothy Mottet  
SUBJECT: August 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

#### Key Take Aways:

*Human Resources Transitions.* We have launched a search process to fill Karl's Speicker's position of Vice President for Finance and Administration.

*Curriculum.* On-line course development and delivery is occurring with the following degree programs: M.Ed., RN-BSN, RN-MS.

*Enrollment and Budget.* Year-over-year student enrollment figures are down approximately 4.3% relative to Fall 2018. We are managing a number of incentives to increase enrollment. The impact to the FY 2020 budget could be a reduction of \$740k in tuition revenue.

*CSU-Pueblo Nursing Program.* RN Careers has ranked Colorado State University-Pueblo's nursing program as the best in the state, and fourth in the nation for its Bachelor of Science program.

*Solar Project Update.* CSU-Pueblo is working collaboratively with Johnson Controls, Inc. (JCI), as well as Black Hills Energy, to evaluate the scope of the solar project. The feasibility study is almost finished and the project is progressing appropriately.

*New Journal.* The Institute of Cannabis Research published the first edition of *Journal of Cannabis Research*.

*Psychology Building Renovation.* We broke ground on a state funded \$16.8 million renovation project that will transform the Psychology Building into the new Center for Integrated Human Health and Humanities.

*Reisher Scholarship.* We were invited to serve as a Reisher Scholarship campus that will provide our students with an additional \$200,000 in scholarships for FY20.

*Grant Award.* Received a \$3.75 million Hispanic Serving Institution Programs 5-year cooperative grant award through the Department of Education to fund transfer advising and teacher education initiatives.

This report provides updates on 6-university initiatives/programs and press coverage we have received since the May 2019 Board meeting.

## DEVELOP PEOPLE

*Opening Convocation.* Our all employee meeting is scheduled from 9:00-11:00 a.m. on August 19 in the ballroom of the Occhiato Student Center. At this opening session, we will (1) Recognize employees, (2) Provide the campus with a comprehensive update on Vision 2028, and (3) Introduce campus wide initiatives that will enhance how we serve our students and cross all aspects of the campus. The campus will be closed during this time frame and the event is open to the public.

*Strategic Partnerships.* With support from the Chancellor, we will be working with Strategic Partnerships, a consulting firm in Washington DC, on the following:

1. Reviewing and assessing Vision 2028 priority needs that can be met through external assistance.
2. Identifying and recommending sources of financial, organizational and expert assistance.
3. Pursuing the desired sources of assistance for Vision 2028.
4. Assisting with concurrent outreach and engagement Initiatives in support Vision 2028.
5. Increasing visibility for CSU-Pueblo.

*Human Resource Transitions.* The following highlights changes to personnel at the university.

Ms. Angela Moore will join CSU-Pueblo on August 12<sup>th</sup> as our new Director for Student Financial Services. Angela is currently working as Director of Financial Aid at Otero Junior College.

Ms. Kat Abernathy will join CSU-Pueblo on September 1<sup>st</sup> as our new Director of Human Resources. Kat is currently working as the Director of Human Resources at Caerus Operating, LLC, a private equity funded oil and gas exploration and production company headquartered in Denver.

We have launched a search process to fill Karl's Speicker's position of Vice President for Finance and Administration. Karl will retire at the end of the year. Dr. Bruce Raymond, Dean of the Hasan School of Business, will lead the search process with a committee of seven stakeholders from across the campus.

Dr. Derek Lopez, Grants Program Manager, has been invited to serve as a fellow in the Inaugural class of Presidential Leadership Academy or La Academia de Liderazgo sponsored by the Hispanic Association of Colleges and Universities. This academy is designed to advance the careers of Hispanic leaders in higher education.

*Expanded Work Study Opportunity.* Donna Souder and I recently had the opportunity to meet with the Diane Jones, the Principal Deputy Under Secretary for the U.S. Department of Education. Our meeting focused on two goals: (1) to demonstrate how our Vision 2028 work maps to her higher education goals, and (2) to learn more about a Federal Work Study experimental project. With her strong encouragement, we submitted a \$1.8 million proposal (over three years) to

- Establish and support necessary infrastructure, including learning and support systems for an expanded work-based learning model focused on experiential education in the workplace;
- Identify [and/or (re)allocate] necessary monies from a) state work-study funding, b) institutional work-study funds, and c) external funding partners;
- 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 WORKS monies.

## ENROLLMENT PROJECTIONS FOR FALL 2019

We are currently tracking enrollment against three sets of benchmarks – our true goal (4,181 headcount), budgeted enrollment (3,236 FTE), and year-to-date comparisons. All activity is geared towards the Fall 2019 headcount goal of 4181, and internal goals were set for key student populations, including growth in freshman, transfer, online and graduate populations, as well as improved persistence of all continuing students, with benchmark checkpoints set throughout the

enrollment cycle. However, the budget number was intended to be fiscally conservative and prudent, and the year-to-date check-in helps us to maintain perspective about where we have been.

*Year-to-Date Tracking.* YTD headcount is down by .4%, or 13 students compared with this date last year; FTE is down .8%, or 21 students. The summer is a significantly volatile time for us, and mid-summer is a notoriously unreliable time for benchmarking of our student enrollment. This time last year, our enrollment headcount was down by 6%, and we ended significantly better than that by census. Our transfer population is flat compared with last year at this time, and our graduate enrollment has seen strong gains (+56), though our freshman population is showing a current dip in YTD comparisons (-47). However, freshman applications and admits are higher than last year, and significant late deposit and advising activity is taking place with this population that should result in that gap being significantly narrowed.

*Budget Tracking.* We are currently 1.6%, or 44 FTE, below the budgeted target for this date. This is a negligible amount, given the volatility of summer enrollments for CSU-Pueblo.

*4181 Goal Tracking.* We are currently trending 4.5% below the goal headcount for this date (-148 students). Our continuing student headcount (face-to-face and online) is 116 below target and our new student headcount (freshman, transfer, grad, online, etc.) is 32 students below target.

The campus is focused on Project 4181, our special all-hands-on-deck initiatives tailored to help campus reach the target enrollment goals. The effort includes special incentive programs for scholarships and housing that seek to change behavior of potential students who have been engaged with the university in an ongoing manner but have not yet enrolled. As of July 15, those incentives had led 84 students to take some committing action, including 30 enrollments and another 42 deposits, with the remainder of the students taking action to enroll in student housing. Four Enrollment Extravaganzas were planned to facilitate enrollment of both new and continuing students during alternate business hours, with a one-stop provision of services (July 8 & 13, Aug. 12 & 17). The July dates resulted in the direct enrollment of 40 additional students, and another eight began the application process those days. A final ROI report will be developed post-census to determine which of the actions had the most impact on enrollment, and to develop recommendations for enhanced enrollment activities in future terms. The University Leadership Team has increased their direct involvement with summer orientation as part of an effort to reduce summer melt of deposited students and enhance yield of new students, focusing on the development of personal relationships and support to families.

## **BUDGET AND FINANCE UPDATE**

*Negative Cash Balance Audit.* I am pleased with the progress made on the Negative Cash Balance Audit. All of the negative cash balances have been addressed through transfers consistent with the management plan consistent with the management plan presented to the Board of Governors in December 2018. We have met all the due dates in the audit report, and we are on track to meet the upcoming audit deadlines. The newly hired Controller, Juanita Peña, is monitoring our progress. Key milestones include: old and inactive accounts have been closed; CSU-Pueblo has adopted financial rules used by CSU; roles and responsibilities have been clearly defined; mandatory training has been implemented and will be required on an ongoing basis; and best practices have been implemented to ensure that negative cash balances are identified, reconciled, and resolved so that they do not carry forward to subsequent fiscal years.

*FY 2020 E & G Budget.* The Education and General Budget for FY 2019-20 has been prepared for uploading into the Quali Financial System. The budget will support the academic mission of CSU-Pueblo. It includes funds to increase compensation by 3.0%, cover anticipated costs for fringe benefit rates and other mandatory costs, and will partially institutionalize new academic programs that were funded with seed money from the CSU System.

The budget was built with an assumption of enrollment declines of 2.0%. It is not possible to determine precisely how our revenue is tracking to our budget for two reasons. First, the student tuition bills for the fall 2019 semester have not been generated yet. This typically occurs in early August. Second, a large number of students have not enrolled yet. Typically, 20% of fall enrollment occurs between the middle of July and the fall census date in early to mid September. Much more information will be available census in September.

Although precise estimates are not possible, early indications suggest that year-over-year student FTE figures are down approximately 4.3% relative to Fall 2018. If this trend continues, the impact to the FY 2020 budget could be a reduction of \$740k in tuition revenue. If tuition revenue were off by this amount, CSU-Pueblo E & G reserves and Extended Studies Reserves could be used to cover any deficit until a long-term solution is adopted. Last year, I convened a budget advisory



group comprised of 25 campus leaders. This group will begin meeting after classes begin in the fall to assist in aligning expenses with revenues to the extent that adjustments are required in FY 2020 and FY 2021.

*FY 2019 Year End.* The fiscal year will close in the next week or so. Final fund balances will not be available until Period 13 closes. That said, from an accounting perspective the year-end was successful. All transfers that were needed to cover the negative account balances have been made, and the audit recommendations that were due by the end of the fiscal year were implemented. The external auditors have been on site and working collaboratively with our accounting team. The report has not been drafted yet, but early indications suggest that no significant issues have been identified and there is no reason to believe at this stage that there will be any findings of material weaknesses.

## **TRANSFORM LEARNING**

Academic Affairs is aiming to diversify the academic offerings, increase accessibility to programming to engage adult learners, and address the demand for increased flexibility in delivery modes. This is in line with the University Goals of growing enrollment and supporting Student Success.

*New Degrees.* Academic affairs continue to gauge opportunities to offer new degrees that are responsive to market needs and build on existing capacity. Degree programs that are under consideration include: (a) BS degree in Cannabis Science with support from the Institute of Cannabis Research. Consideration for a Master's degree in Cannabis Science is also underway; (b) A graduate degree in Computer Science; (c) A Doctorate in Educational Leadership.

*Completion Degrees.* Creating and introducing interdisciplinary "Completion" programs that do not require new resources and offer students, who have earned credits but are not able to complete a degree, a pathway towards completion. Over the past academic year, the following such degrees have been created and will start in Fall 2019: (a) BS degree in Health Sciences; (b) BA degree in Humanities and Social Sciences, and (c) BS degree in Interdisciplinary Studies.

*On-Line Development.* Supporting growth in the online area with degrees that build on existing strengths. Of particular significance are the following: (a) Extended Studies is partnering with the Teacher Education Program and launching the online M.Ed. Program for Fall 2019; (b) a collaboration between Extended Studies and the College of Nursing to offer online programs for nurses has been fruitful. The RN-BSN degree offered online has been successful. We are launching the first fully online RN-MS (Nurse Educator) degree as well in fall 2019. We should see continued admission into both programs through October because we allow for rolling enrollment in online programs; (c) Online general education courses were very successful in Summer 2019 with close to a 100% increase in the number of courses offered. With the development of those courses, departments are moving to include online courses into the faculty load instead of by supplemental pay; and (d) The Division of Extended Studies is offering recovery online sections for students who struggle in the early part of the semester and will help academic success and retention.

*Curricular Revisions.* Reviewing and restructuring of academic programs to increase alignment to market needs, bring synergies, and increase efficiency. Efforts on this include: (a) The creation of the School of Nursing and Health Sciences with an emphasis on collaboration and the importance of Integration of Health Science and Humanities. The renovation of the Psychology Building reflected this new approach with plenty of collaboration spaces for faculty and students in Health Sciences and Humanities. Another example is a new minor in Psychology of Art with collaboration between Departments of Psychology and Art; (b) Following a thorough external review, the College of Humanities and Social Sciences is currently working on the restructuring of the department of Mass Communication and identifying synergies with other departments including Art and Music; and (c) The integration of the Honors and President Leadership Program under the umbrella of the Center for Honors and Leadership (CHL) is an example of operating more efficiently while increasing the value of programs. The new arrangement provides academic and administrative leadership at a lower cost while offering students more opportunities for academic growth and leadership.

*Partnerships and Affiliations.* Increased geographic influence and reach. This is achieved through:

- Working collaboratively with community colleges including Pueblo Community College (PCC), Pikes Peak Community College (PPCC), and Arapahoe Community College (ACC). Collaborations featured expanded articulation agreements with PCC and discussions on offering Cyber Security programming with PPCC and ACC.
- HLC is processing the application for approval of the Collaboration Campus at ACC as a new location for CSU-Pueblo to offer academic programs. The first program is expected to be Hasan School of Business offering a BS degree with an emphasis in Cyber security in Spring 2020.
- Addressing the needs of special populations in Colorado Springs by expanding the offerings of special programs that

address their needs. One of the new programs that will utilize the COS facility will be the new MSW.

- The newly established Office of Research and Sponsored Programs is slowly building collaborative bridges with other institutions. These will open doors for faculty and just as importantly students to join research graduate programs at CSU-FC and other research institutions.

## LIVE SUSTAINABLY

**Solar Update.** In February 2019, the Board approved a potential solar power project for CSU-Pueblo, pending an Investment Grade Audit that is being conducted by Johnson Controls, Inc. Specifically, the Board authorized CSU-Pueblo to enter into long-term power purchase agreements and a long-term lease of approximately fifteen (15) acres on the CSU-Pueblo campus. CSU-Pueblo has worked collaboratively with Johnson Controls, Inc. (JCI), as well as Black Hills Energy, to evaluate the scope of the solar project. The feasibility study is almost finished and the project is progressing appropriately. It is expected that the project will be “shovel ready” by December 31, which will enable the project to qualify for a 30% federal tax credit. The savings associated with the tax credit are essentially passed on to CSU-Pueblo.

Although the Investment Grade Audit is not yet finalized and these estimates could change, the project will likely include 7.2 megawatts (MW) of solar panels, 1.1 MW of battery storage, and will occupy approximately 27 acres on the north side of campus. An updated resolution that expands the long-term lease site from 15 acres to approximately 27 acres will be presented for the Board’s consideration. The project is expected to be a “net zero” electricity project, which means that the solar panels will produce enough electricity to meet CSU-Pueblo’s electricity needs, excluding housing, which will remain on a separate meter. The acquisition and installation of the solar panels for the project is estimated to cost between \$20 and \$25 million, and this cost would be financed by JCI or its financing partner, and CSU-Pueblo will purchase the electricity generated by the solar project at advantageous rates for 25 years.

## CSU PUEBLO IN THE NEWS

*CSU-Pueblo’s Institute of Cannabis Research introduces new scholarly journal.* The Institute of Cannabis Research (ICR) at CSU-Pueblo is introducing a new scholarly journal, the *Journal of Cannabis Research*. The journal is sponsored by the ICR at CSU-Pueblo and published with the assistance of Springer Nature, one of the world’s largest and most prominent academic publishers. The Journal is a multi-disciplinary, open-access journal covering all aspects of research related to cannabis and its constituents. Topics covered include agriculture and plant biology; commerce, business, and environment; the endocannabinoid system; pharmacology, biochemistry and genetics of cannabinoids; epidemiology and public health; medical cannabis; and history, regulation, and public policy.

### *Commencement on Campus for the First Time in Over Two Decades*

Colorado State University-Pueblo celebrated more than 1,000 graduates on Saturday, May 4. Commencement was split into two ceremonies, one beginning at 10 a.m. and another that followed at 3 p.m., both were held in Massari Arena on CSU-Pueblo’s campus in the Health, Exercise Science, and Recreation building. This year’s theme for the ceremonies was “Celebrate Achievement. Celebrate Commencement.”

### *CSU-Pueblo Students Further NASA Design*

Seven students studied the NASA concept of a “portable wireless signal booster” and came up with their own idea on how to make a product with it. Their idea earned them a trip to the NASA MITTIC Technology Transfer competition at the Johnson Space Center in March, where they placed in the top ten finalists.

### *John Williamson, Ph.D., Selected as Director of Research and Sponsored Programs*

An experienced academician with a background in academic research funding has been hired as CSU-Pueblo’s Director of Research and Sponsored Programs. Dr. John Williamson, Research Grant Strategist and Consultant, Academic Research Funding Strategies, LLC College Station, TX, will provide oversight for the Office of Research and Sponsored Programs (ORSP) beginning May 1.

*CSU-Pueblo Students to benefit from CSU-Pueblo Foundation and Reisher Scholars Program Partnership.* The Colorado State University-Pueblo Foundation is partnering with the Reisher Scholars Program to provide scholarship funding for Colorado students with demonstrated financial need and proven academic merit.

The Reisher Scholars Program, a fund of the Denver Foundation, seeks to help promising Colorado students earn their undergraduate degrees without incurring additional educational debt. CSU-Pueblo was recently selected through work of the CSU-Pueblo Foundation to become a Reisher Scholars Program partner university.

*CSU-Pueblo near the top when it comes to nursing.* A nursing program in the Steel City is one of the best the nation. RN Careers has ranked Colorado State University-Pueblo's nursing program as the best in the state, and fourth in the nation for its Bachelor of Science program. "It's a lot of dedication by the faculty, commitment to the community, the hospital and service of Southern Colorado," said Dr. Joe Franta, associate dean for nursing. The programs are based on the rate that exams are passed, tuition costs, faculty strength, and other qualities. The CSU-Pueblo program will get even stronger this fall, that's when it will offer its first Doctorate in nursing.

*CSU-Pueblo honors Williams with Threlkeld Prize for Excellence as top senior.* Colorado State University-Pueblo named Derrick Williams as the 2019 recipient of the Threlkeld Prize for Excellence. The six finalists were selected from a pool of candidates compiled from nominations by CSU-Pueblo faculty and staff from various University departments. Williams was announced as the winner of the Threlkeld Prize for Excellence at the Student Involvement and Leadership Awards ceremony on Wednesday, April 24 at the Occhiato Student Center Ballroom. Named for the late Budge Threlkeld, a former administrator and professor, the award is presented to a graduating senior who demonstrates excellence in academic and co-curricular activities as well as in service to the University and to the community. The Threlkeld winner received a stipend as well as the first diploma during Commencement Ceremonies on Saturday, May 4 at CSU-Pueblo's Massari Arena.

*CSU-Pueblo President Timothy Mottet invited the public to celebrate the University's continued commitment to academic quality at the May 15, groundbreaking for the state-funded renovation of the CSU-Pueblo Psychology Building.* The event took place on the west lawn of campus across from the Administrative Building at the west entrance of the Psychology Building. The 45-year-old building is being redesigned to be a new collaborative space dedicated as a Center for Integrated Human Health and Humanities and will serve as a hub for interdisciplinary collaboration between the various disciplines focused on Human Health, the Humanities, Social Sciences, Technology and Data Sciences. It will emphasize modern classrooms that are small in size, reflecting the current practice of personal attention to students. Classes with large enrollment will be held in other spaces on campus, such as the General Classroom Building.

*CSU-Pueblo Chamber Choir Performs at Prestigious International Festival in Columbia.* The CSU-Pueblo Chamber Choir was invited to be one of five featured international choirs on the XVIII Festival Coral Internacional de Medellin Jose Maria Bravo held July 3-7, 2019, in Medellin, Colombia. Annually, the festival involves 30-40 choirs. The five invited featured choirs performed in a final concert, which aired on national television in Colombia. CSU-Pueblo's Chamber Choir performed each night in a different venue sharing the concert with one of the other choirs participating in the festival. The festival concluded Sunday, July 7, with the final, joint concert. The concert was held in the 1,788-seat Teatro Metropolitano in Medellin and broadcast on Colombian national television.

*Colorado State University-Pueblo partners with Midwest Teachers Institute to Offer a New Customizable, Revolutionary Graduate Program: Master's Degree in Curriculum and Instruction.* Midwest Teachers Institute recently announced its partnership with Colorado State University-Pueblo to provide students the graduate classes necessary to achieve a Master's Degree in Curriculum and Instruction. Though students have up to two years to complete the degree, flexible teacher-friendly scheduling allows students to finish in one year or less if they wish, all for under \$8,600. MTI provides largely personalized learning from nationally accredited institutions, with convenient scheduling and competitive pricing.

*CSU-Pueblo Nursing Program offers community baby shower.* "It's a community baby shower to help celebrate the pregnancy and the children. This is a way for us to help our community. We help soon-to-be-mothers and fathers and those with children up to 5 years old," said Ruth DePalma, CSU-Pueblo undergrad nursing program coordinator and associate professor. "We also help provide resources for within the community for pregnant women and families." DePalma said 38 different community agencies helped with the ninth annual Community Baby Shower Tuesday at Praise Assembly of God Church. Hundreds of people gathered for the event. The Pueblo Early Childhood Council, the CSU-Pueblo Nursing Department and the Pueblo County Department of Public Health and Environment organize the annual event

*Four CSU-Pueblo Students Interning at Smithsonian Institution.* Four CSU-Pueblo students will complete a nine week internship at the Smithsonian Institution over the summer of 2019. The relationship, made possible by the Hispanic Association of Colleges and University's (HACU), allows students from CSU-Pueblo to experience hands on learning opportunities in fields specifically associated with their majors.

# IMPLEMENTING VISION 2028: Colorado State University-Pueblo *Works*

August 2019 Board of Governors Meeting

Timothy Mottet | Donna Souder Hodge



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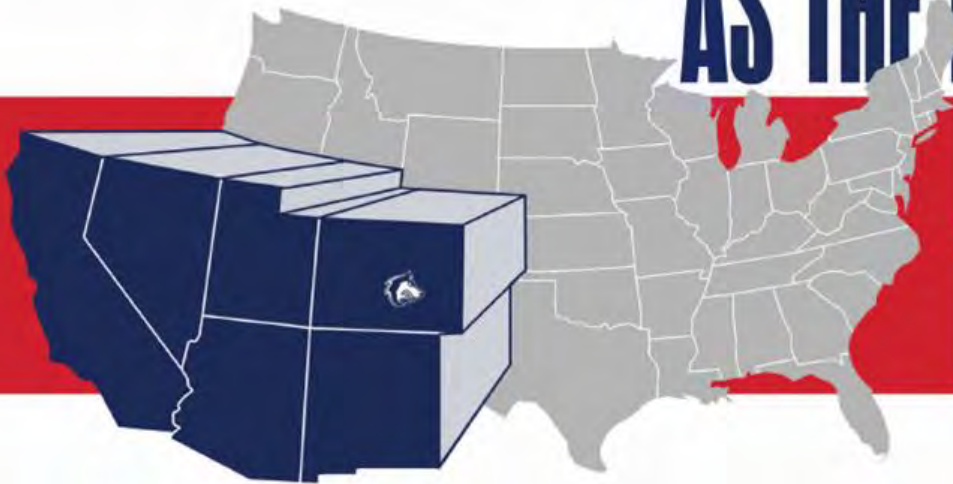
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“It is not unusual for small-to-medium-sized institutions to find prosperity gaps requiring \$10 million of annual operating margin or more, and boards are usually surprised at the level of revenue growth required to close the prosperity gap. Knowing the distance of your journey to reach prosperity is critical, and board leadership should be an integral part of the discovery process...”

–from “Bridging the Prosperity Gap,” Rick Beyer, pg. 12  
*Trusteeship*, May/June 2019



**VISION** TO ESTABLISH  
**COLORADO STATE UNIVERSITY-PUEBLO**  
**AS THE PEOPLE'S UNIVERSITY**  
**OF THE SOUTHWEST**  
**UNITED STATES**  
**BY 2028**



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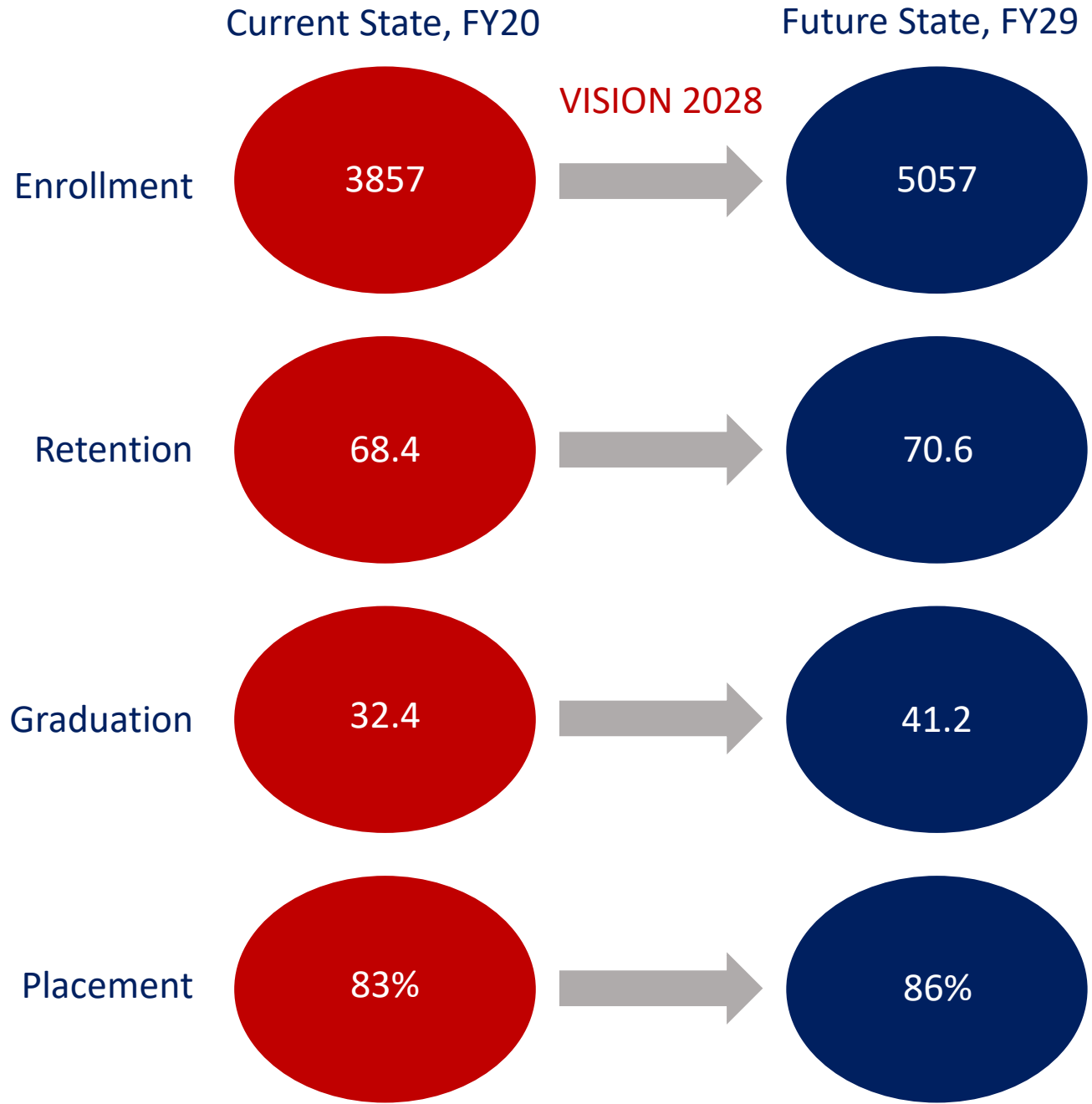
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# WHAT ARE THE 10-YEAR GOALS OF VISION 2028?

- Reposition CSU-Pueblo as a responsive regional university
- Drive enrollment
- Embed a differentiated student experience
- Establish a vibrant culture that can sustain the vision of the institution
- Create innovative and agile market and research-driven practice, informed by consistent data
- Institute financial sustainability, FY29: Close “prosperity gap”— add \$10 million to base budget over 9 years





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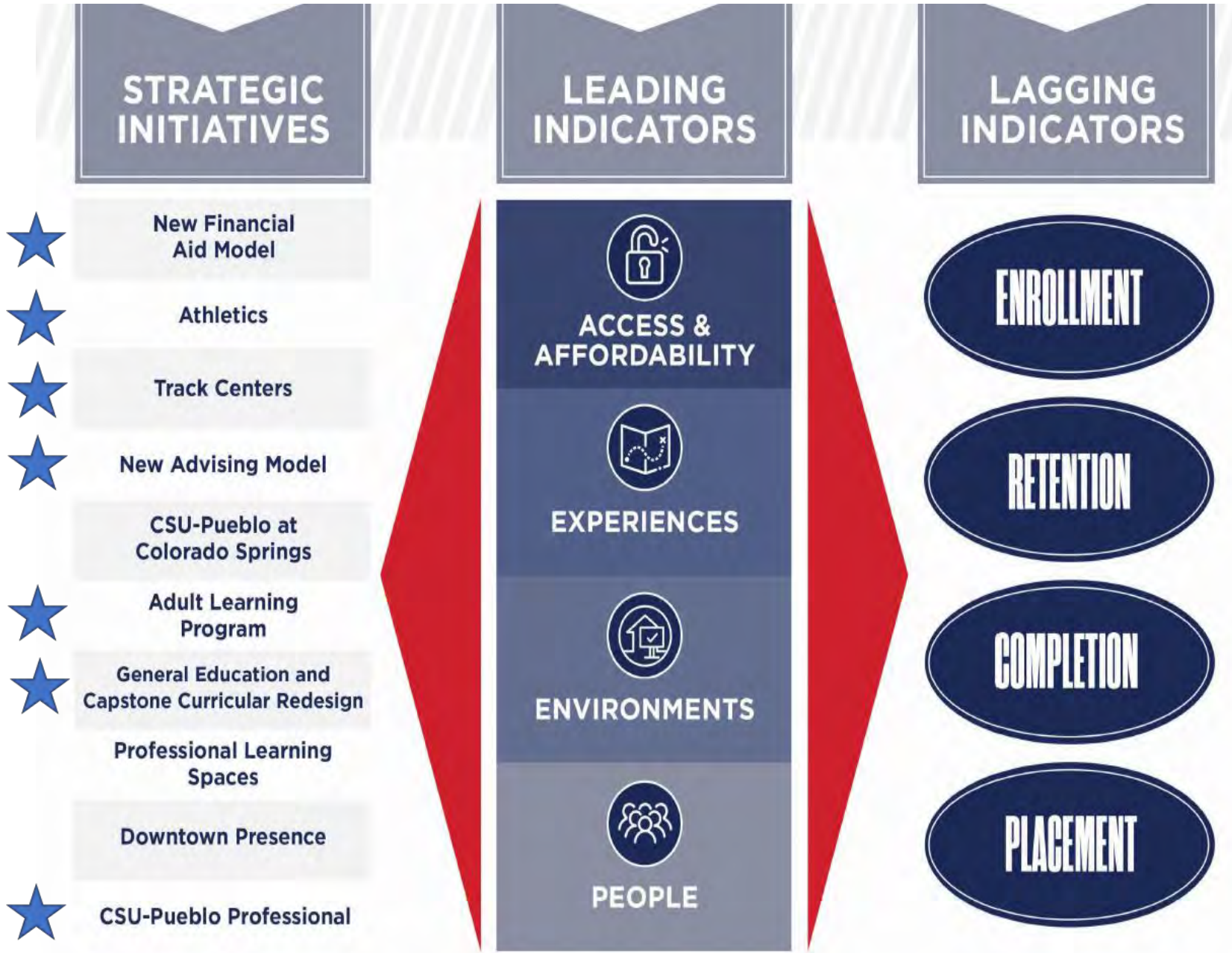




“...the purpose of a 5-10 year planning cycle... allows more complex solutions to be spread out over a longer period of time.”

–from “A Practical Guide to Strategic Planning in Higher Education,” Karen E. Hinton, pg. 11  
*Society for College and University Planning*





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# GROUP 1: Infrastructure & Revenue Generation

Group 1 initiatives (**Project Management**; Initiative 1: **Financial Aid**; Initiative 2: **Athletics**) create the infrastructure necessary to guide the project, build capacity, and seek out new external partners and revenues, including:

- 1) Project Management Team
- 2) Grant Writer and 2 Gift Officers
- 4) Financial Consultant for the Project
- 5) Technology Audit
- 6) “Kick Start” Marketing for FY20 and 21
- 7) Apprenticeship/Work Study Program
- 8) Revenue Generating Audio/Visual Equipment for Massari Arena
- 9) Athletics Facilities and Budget Officer

**TOTAL 2-YEAR INVESTMENT, FY20 & FY 21 = \$4,138,664**

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DLR Group H.W. Houston Construction WEMBER CSU PUEBLO - PSYCHOLOGY BUILDING - EXTERIOR RENDERING



# Project Management: Research Brief

From “[A Practical Guide to Strategic Planning in Higher Education](#)” published by the Society for College and University Planning (2012) by Karen E. Hinton, Ph.D.:

“What is incumbent on the members... is to ensure that the transformational aspects of the vision are captured in the goals and objectives and phasing is realistic for implementation. It is important to remember that the ultimate purpose... is to drive resource allocation. If the institution has a vision requiring additional resources, it phases implementation of that vision over time, including securing the resources to make it happen,” (pg. 12).

“An institution that uses its planning process as a tool to integrate decisions and long-range thinking helps itself stay focused, directs its resources, and controls its future,” (pg. 32).

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# A New Financial Aid Model: Research Brief

From “[The Future\(s\) of Public Higher Education](#)” published by Deloitte Insights (Oct. 23, 2018) by Jeff Selingo, Dave Noone, and Cole Clark:

“...integrate work experiences deeply into the curriculum, with students toggling between long stretches in the classroom and the work world related to their area of study. This... gives employers a chance to evaluate students for potential fit before committing to hiring them for a full-time position. Because the work experiences in this model would be closely tied to the state’s economic development priorities—and its emerging job market—it would likely enjoy strong support in the legislature, which could use the system as another incentive to recruit new businesses to the state...”

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# Athletics Infrastructure: Research Brief

Data from “[The Dynamic Advertising Effect of Collegiate Athletics](#),” Doug Chung, Ph.D. (Harvard, 2019), on how investments in athletics can benefit universities by increasing both the quantity and quality of students we can expect to attract:

- When a university’s athletics programs rise in stature and recognition... applications increase by 18.7 percent.
- To attain similar effects, a school would have to lower tuition by 3.8%.
- Students with lower-than-average SAT scores tended to have a stronger preference for schools known for athletic success, while students with higher SAT scores preferred institutions with greater academic quality. Also, students with lower academic prowess valued the success of intercollegiate athletics for longer periods of time than the high SAT achievers.
- Even students with high SAT scores are significantly affected by athletic success.
- Schools become more academically selective with athletic success.

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## GROUP 2: Student Experience & Retention

Group 2 initiatives (Initiative 4: **New Advising Model** and Initiative 7: **General Education and Capstone Curricular Redesign**) support efforts to retain students and provide invasive support services. Curricular redesign differentiates the student experience and ensures that work experiences are closely aligned with academic efforts across all 4-year, academic degree programs. This group includes:

- 1) 8 New Student Success “Coaches”
- 2) Peer Mentor Program
- 3) Advising Software
- 4) Supplemental Academic Instruction (SAI) and Mentor Director
- 5) Instructional Designers
- 6) Faculty Time & Effort

**TOTAL 2-YEAR INVESTMENT, FY20 & FY 21 = \$2,156,500**

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“Services are the new campus amenities... Convenient access to career development, tutoring, advising, and mental-health resources. ”

–from “The New Generation of Students,” Jeff Selingo, pg. 15  
*The Chronicle of Higher Education*

“Focus(ed) on ways of thinking: this sometimes subtle shift in approach moves general education away from a collection of survey courses designed as an introduction to the major. Instead, greater emphasis is placed on core skills that enable students to approach a subject, or a problem, from the perspective of an expert in the discipline.”

–from “Reforming Gen Ed: strategies for success on your campus,” Beth McMurtrie, pg. 13  
*The Chronicle of Higher Education*



# New Advising Model: Research Brief

From “[The New Generation of Students](#),” by Jeff Selingo, published by *The Chronicle of Higher Education*, 2018:

“...more than half of today’s students say they prefer to receive coaching in person, in one-on-one sessions, according to a survey conducted by the Center for Generational Kinetics along with Civitas Learning,” (pg. 31).

From “[The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring](#)” by Dr. Eric P. Bettinger and Rachel Baker Stanford University School of Education:

- Students who were randomly assigned to a coach were more likely to persist during the treatment period, and were more likely to be attending the university one year after the coaching had ended.
- Coaching proved a more cost-effective method of achieving retention and completion gains when compared to previously studied interventions.

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# Gen Ed & Capstone Redesign: Research Brief

From “Trends and Emerging Practices in General Education,” Based On A Survey Among Members Of The Association Of American Colleges and Universities, conducted by Hart Research Associates, May 2009:

“Real-world experiences... prove to be critical once students enter the workplace. In the 2007 business leaders survey, 69% said that they think that completion of a supervised and evaluated internship or community-based project that requires students to apply their college learning in real-world settings would be very effective in ensuring that recent college graduates possess the skills and knowledge needed for success... faculty-evaluated internships or community-based learning experiences ranked highest among a list of potential practices that business leaders would recommend for colleges and universities to develop...” (pg. 10-11).

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## GROUP 3: Enrollment Drivers

Group 3 initiatives (Initiative 3: **Tracks Centers**; Initiative 6: **Adult Learning**; Initiative 10: **CSU-Pueblo Professional**) target specific student markets: incoming freshmen from the region, adults without a college degree, and new graduate students. This group includes:

- 1) 2 New Tracks Centers; 1 New Coordinator
- 2) Faculty and Peer Mentors at Tracks Centers
- 3) Tracks Centers Director
- 4) Prior Learning Assessment Programming
- 5) Campus Phone System and After Hours Support
- 6) Faculty Time & Effort
- 7) Instructional Designer and Open Education Resource Implementation
- 8) Graduate Support Staff: Processor, Enrollment Coordinator

**TOTAL 2-YEAR INVESTMENT, FY20 & FY 21 = \$1,498,609**

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“For colleges moving into a new market, especially one that is far away, turning their campuses into a place that is familiar to students is a multi-year process. It requires staff on the ground who spend time getting to know counselors, visiting high schools, and managing career fairs. Persuading the first student to apply and eventually enroll is key to encouraging others to follow.”

–from “The Future of Enrollment,” Jeff Selingo, pg. 24  
*The Chronicle of Higher Education*



# University Tracks Centers: Research Brief

From “[The Future of Enrollment](#),” by Jeff Selingo, published by *The Chronicle of Higher Education*, 2017:

“The biggest growth in high-school graduates in the next decade will be among first-generation, low-income, and Hispanic students – all groups who tend to have lower test scores and high school grades, and are unable or unwilling to travel far-distances to college,” and

“Sixty years ago, students lacked adequate information about going to college; now they may have too much, causing confusion among families without experience in sorting out their college choices,” (pg. 9).

According to [Pew Research Center](#), fewer Americans are changing residences than any other time in the past 60 years.

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# Adult Learning: Research Brief

From “The Four Reasons Your Campus Should be Offering Prior Learning Assessment Credit,” by Matt Bergman, Ph.D., <https://evollution.com>, July 12, 2019:

“There are over 36 million adults with some college and no degree. Couple that with a declining population of high school graduates over the next 20 years and you have a recipe for innovative approaches to fuel the enrollment goals of America’s colleges and universities of the future. The relevance of adult learners to the viability of many institutions is becoming increasingly evident. This fierce competition for student tuition dollars is poised to breed new economic realities that also influence academic programs. Consequently, Prior Learning Assessment (PLA) has the potential to re-engage a dormant student population waiting for an opportunity to finish a long-held goal started last year or long ago.”

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# CSU-Pueblo Professional: Research Brief

Data from “[Graduate Enrollment and Degrees: 2007 to 2017](#),” by Hironao Okahana and Enyu Zhou, published by *Council of Graduate Schools*, October 2018:

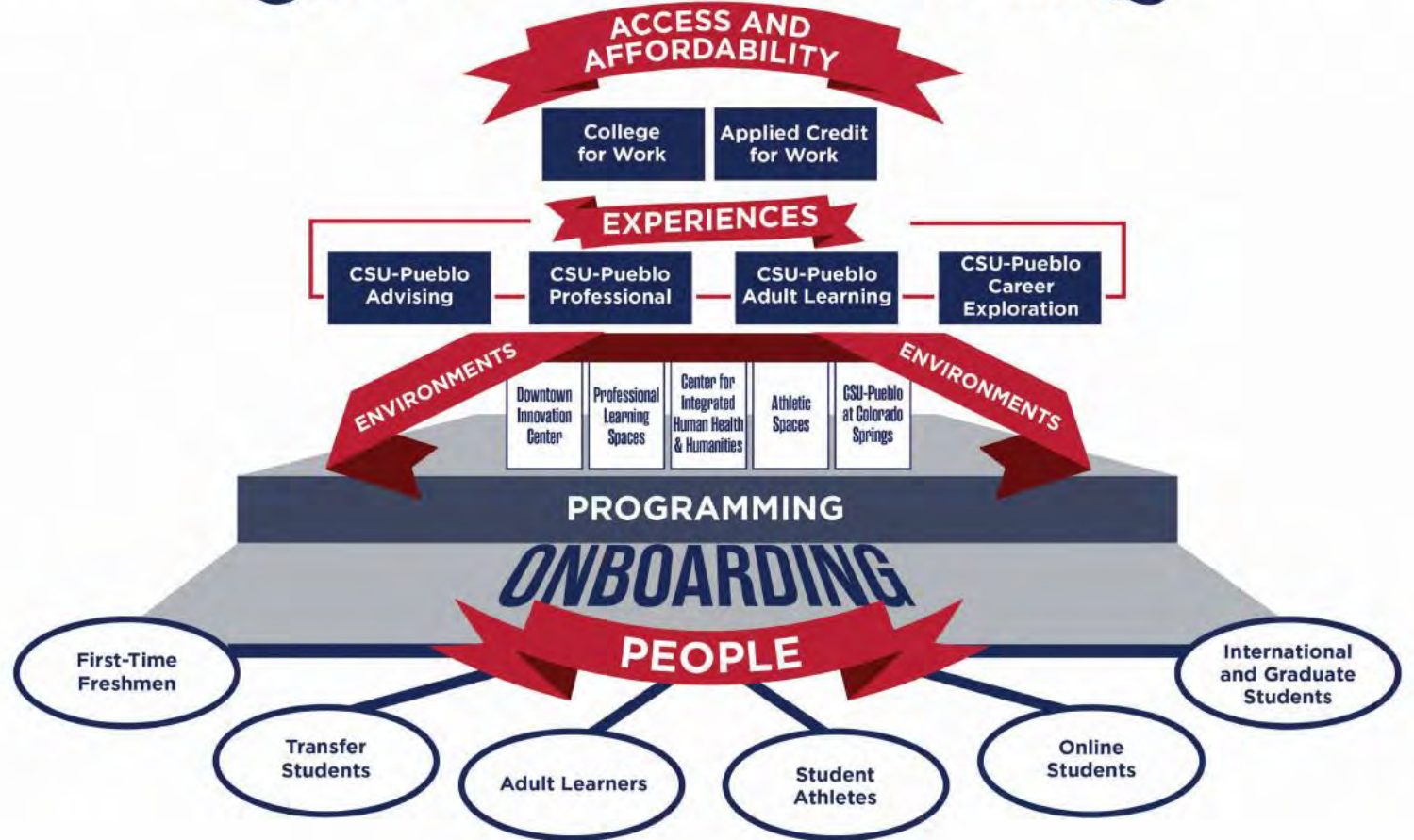
“Particularly notable among underrepresented minorities was that for two consecutive years, first-time graduate enrollment of Hispanic/Latino students increased (5.6%). The five-year average annual rate of change (8.0%), as well as the ten-year average annual rate of change (8.1%), is strong... Both Hispanic/Latino men and women saw an increase in first-time graduate enrollment (7.9% and 4.2%, respectively) between Fall 2016 and Fall 2017,” (pg. 4).

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# CSU-PUEBLO WORKS



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<b>Vision Phase 1: BUDGET</b>	<b>FY20-21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>Initiative 1: Financial Aid Model</b>	\$570,267	\$557,667	\$993,437	\$633,320	\$137,320
<b>5 YEAR PROJECT TOTAL</b>					<b>\$2,892,011</b>
<b>Initiative 2: Athletics</b>	\$1,989,294	\$69,756	\$71,249	\$72,786	\$74,370
<b>5 YEAR PROJECT TOTAL</b>					<b>\$2,277,455</b>
<b>Initiative 3: Tracks Centers</b>	\$523,809	\$523,586	\$626,406	\$732,442	\$703,690
<b>5 YEAR PROJECT TOTAL</b>					<b>\$3,109,933</b>
<b>Initiative 4: New Advising Model</b>	\$1,541,600	\$1,395,229	\$1,421,929	\$1,449,436	\$1,447,753
<b>5 YEAR PROJECT TOTAL</b>					<b>\$7,255,947</b>
<b>Initiative 6: Adult Learning</b>	\$586,200	\$1,400,765	\$715,788	\$931,262	\$647,200
<b>5 YEAR PROJECT TOTAL</b>					<b>\$4,281,215</b>
<b>Initiative 7: GenEd/Capstone Redesign</b>	\$614,900	\$1,256,089	\$1,420,096	\$1,461,199	\$1,503,534
<b>5 YEAR PROJECT TOTAL</b>					<b>\$6,255,818</b>
<b>Initiative 10: CSU-Pueblo Professional</b>	\$388,600	\$718,000	\$610,000	\$658,000	\$525,000
<b>5 YEAR PROJECT TOTAL</b>					<b>\$2,899,600</b>
<b>PROJECT MANAGEMENT</b>	\$1,579,103	\$827,053	\$848,376	\$892,964	\$986,000
<b>5 YEAR PROJECT TOTAL</b>					<b>\$5,133,496</b>
<b>VISION 2028, ANNUAL GRAND TOTALS</b>	\$7,793,773	\$6,748,145	\$6,707,281	\$6,831,409	\$6,024,867
<b>VISION 2028, 5 YEAR PROJECT TOTAL</b>					<b>\$34,105,475</b>
<b>5 YEAR SYSTEM INVESTMENT</b>					<b>\$34,105,475</b>

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# WHAT ARE THE UNIVERSITY GOALS FOR FY20?

**WIG 1:** Increase Enrollment

**WIG 2:** Increase Student Success

**WIG 3:** Increase Employee Satisfaction

IMPLEMENT PHASE 1 OF VISION 2028



### The Aggregate Budget

The "Aggregate Budget," below, outlines new full time equivalent (FTE) and the expense for each initiative, per fiscal year, with an aggregate budget request of \$7,793,773.

Aggregate Budget*	FTE YR. 1	FTE YR. 2	FY 20	FY 21
<b>PROJECT MANAGEMENT</b>			\$768,300	\$810,803
New FTE	4	2		<b>\$1,579,103</b>
<b>Initiative 1: Financial Aid Model</b>			\$282,600	\$287,667
New FTE	2	0		<b>\$570,267</b>
<b>Initiative 2: Athletics</b>			\$1,927,259	\$62,035
New FTE	1	0		<b>\$1,989,294</b>
<b>Initiative 3: University Tracks Centers</b>			\$194,100	\$329,709
New FTE	3	1		<b>\$523,809</b>
<b>Initiative 4: New Advising Model</b>			\$534,100	\$1,007,500
New FTE	5	4		<b>\$1,541,600</b>
<b>Initiative 6: Adult Learning</b>			\$390,600	\$195,600
New FTE	0	2		<b>\$586,200</b>
<b>Initiative 7: GenEd/Capstone Redesign</b>			\$223,700	\$391,200
New FTE	2	1		<b>\$614,900</b>
<b>Initiative 10: CSU-Pueblo Professional</b>			\$194,300	\$194,300
New FTE	3	0		<b>\$388,600</b>
<b>NEW FTE PER YEAR</b>	20	10		<b>TOTAL FTE: 30</b>
<b>ANNUAL TOTALS</b>			<b>\$4,514,959</b>	<b>\$3,278,814</b>
<b>TOTAL INVESTMENT</b>				<b>\$7,793,773</b>

\*See May 2019 Board Documents, "Appendix" for additional research, supporting documentation, detailed budgets, and accompanying recommended budget narrative for each initiative.





Project Management Plan for FY20 through FY29\*

INITIATIVE	LEADING INDICATOR	FY20 REQUEST	FY21 REQUEST	LAGGING INDICATORS		FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	NEW TOTALS	
						<b>NEW ENROLLMENT GROWTH</b>										
1	Project Management	\$ 768,300.00	\$ 810,803.00	WIG 1 /WIG 3												
2	Financial Aid	\$ 282,600.00	\$ 287,667.00	WIG 1 /WIG 2												
3	Athletics	\$ 1,927,259.00	\$ 62,035.00	WIG 1 /WIG 2												
4	Univ. Tracks Centers	\$ 194,100.00	\$ 329,709.00	WIG 1												
5	Advising	\$ 534,100.00	\$ 1,007,500.00	WIG 1 /WIG 2 / WIG 3												
6	CSU-Pueblo at COS	\$ -	\$ -	WIG 1 /WIG 2		25	50	75	100	100	150	200	250	250	1200	
7	Adult Learning	\$ 390,600.00	\$ 195,600.00	WIG 1 /WIG 2												
8	Gen Ed & Capstone	\$ 223,700.00	\$ 391,200.00	WIG 1 /WIG 2 / WIG 3												
9	Downtown Presence	\$ -	\$ -	WIG 1 /WIG 3												
10	Professional Learning Spaces	\$ -	\$ -	WIG 1 /WIG 2 / WIG 3												
	CSU-Pueblo Professional	\$ 194,300.00	\$ 194,300.00	WIG 1 /WIG 2 / WIG 3												
		<b>TOTAL INVESTMENT \$7,793,773</b>		<b>HEADCOUNT</b>	3,857	3,882	3,932	4,007	4,107	4,207	4,357	4,557	4,807	5,057	5,057	
					<b>Incremental Annual Impact TOTALS</b>	<b>REVENUE</b>	\$ 239,875	\$ 479,750	\$ 719,625	\$ 959,500	\$ 959,500	\$ 1,439,250	\$ 1,919,000	\$ 2,398,750	\$ 2,398,750	\$ 11,514,000
						<b>-25% to Fin Aid</b>	\$ 59,969	\$ 119,938	\$ 179,906	\$ 239,875	\$ 239,875	\$ 359,813	\$ 479,750	\$ 599,688	\$ 599,688	\$ 2,878,500
						<b>-Indirect Costs</b>	\$ 53,972	\$ 107,944	\$ 161,916	\$ 215,888	\$ 215,888	\$ 323,831	\$ 431,775	\$ 539,719	\$ 539,719	\$ 2,590,650
						<b>NET REVENUE</b>	\$ 125,934	\$ 251,869	\$ 377,803	\$ 503,738	\$ 503,738	\$ 755,606	\$ 1,007,475	\$ 1,259,344	\$ 1,259,344	\$ 6,044,850

\*Assumptions and Variables:

- Total Enrollment Growth of 29% over 9 Fiscal Years
- State Support Remains Steady
- Tuition Remains Flat (eg: no increase and steady discounted rates)
- Retention Remains Steady at 70% After FY 21
- Retention Impact of 84% of Total New Enrollment FY21-FY23 (n=21, 42, and 63)
- At FY24 Retention Impact at 63%, FY 26 42%, FY27 31%, and 25% at FY 28 and FY29 (n= 63 FY23-FY29)

Project Management Plan for FY20 through FY29\*

		FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29	
<b>CUMULATIVE REVENUE GENERATED BY FY29 \$40,299,000</b>	<b>Cumulative Impact TOTALS</b>	<b>New Annual Revenue</b>	\$ 239,875	\$ 719,625	\$ 1,439,250	\$ 2,398,750	\$ 3,358,250	\$ 4,797,500	\$ 6,716,500	\$ 9,115,250	\$ 11,514,000
		<b>-25% to Fin Aid</b>	\$ 59,969	\$ 359,813	\$ 599,688	\$ 839,563	\$ 1,199,375	\$ 1,679,125	\$ 2,278,813	\$ 2,878,500	\$ 2,878,500
		<b>-Indirect Costs</b>	\$ 53,972	\$ 107,944	\$ 251,869	\$ 467,756	\$ 647,663	\$ 935,513	\$ 1,331,306	\$ 1,871,025	\$ 2,590,650
		<b>Vision 2028 Contribution</b>	\$ 125,934	\$ 251,869	\$ 587,694	\$ 1,091,431	\$ 1,511,213	\$ 2,182,863	\$ 3,106,381	\$ 4,365,725	\$ 6,044,850
		<b>Cumulative Revenue</b>	\$ 239,875	\$ 959,500	\$ 2,398,750	\$ 4,797,500	\$ 8,155,750	\$ 12,953,250	\$ 19,669,750	\$ 28,785,000	\$ 40,299,000



# IMPLEMENTING VISION 2028: Colorado State University-Pueblo *Works*

## THANK YOU



The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTER FOR ACTION:**

The Board of Governors of the Colorado State University System (the “Board”) approval of certain investments in Colorado State University – Pueblo Vision 2028 and its Project Management Plan for investments in Fiscal Years 2020 and 2021.

**RECOMMENDED ACTION:**

MOVED, that the Board hereby supports the efforts of CSU-Pueblo leadership to develop the CSU-Pueblo Vision 2028 Plan and the initiatives listed in the Project Management Plan as described in the Board meeting, which focus on Financial Aid, Athletics, University Tracks Centers, Advising, Adult Learning, General Education and Capstone redesigns, and CSU-Pueblo Professional programs;

MOVED, that the Board directs CSU-Pueblo, in consultation with the Chief Financial Officer of the CSU System, to separately manage the financial investment from the Board in these initiatives, and to provide regular updates to the Board regarding the university’s implementation efforts;

FURTHER MOVED, that the Chancellor of the CSU System, in consultation with the Chief Financial Officer of the CSU System, is authorized to withdraw and transfer up to \$4,514,959 in Fiscal Year 2020 and \$3,278,814 in Fiscal Year 2021 from Board Reserves to support these initiatives at CSU-Pueblo.

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

As shown and described in the presentation materials from Dr. Mottet at the August Board meeting, CSU-Pueblo has been engaged in significant and important planning efforts to achieve financial stability. These efforts are captured in the CSU-Pueblo Vision 2028 and in its Project Management Plan for Fiscal Years 2020 - 2021. Funding for these initiatives will be separately tracked to demonstrate the university’s implementation efforts and the progress being made. CSU-Pueblo will provide regular updates to the Board of Governors on these initiatives and the utilization of the Board’s financial investment.

The Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date

# Section 11

## *Chancellor's Report*



# COLORADO STATE UNIVERSITY SYSTEM

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

## COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

August 9, 2019

### CSU-System Wide

- The System hosted key stakeholders for a strategy session on the Together We Grow Initiative.
- The System hosted a System-wide Banner Student Implementation Executive Brief July 9 for a periodic update on the project.
- The System selected a Denver firm, AOR, to spearhead branding of the CSU presence at the National Western Center.
- Chancellor Frank wrote and distributed an op-ed to Denver-area press and via social media to address ongoing concerns about an inclusive language guide at the Fort Collins campus. The piece was scheduled to run in The Denver Post August 4.

### Campus Updates

- Work with CSU-Pueblo is ongoing through BFS Quali for improved systems and controls.
- Work on System branding continues, in partnership with the System campuses.
- CSU-Pueblo hosted communication leaders from all three campuses and the CSU System for the quarterly System-wide Communications and Community Relations meeting. The meeting focused on how the communications teams can support each other and work more effectively together to advance the CSU System and its schools.
- CSU-Fort Collins held a drone pilot training course at CSU-Pueblo in June. The collaboration between campuses was well-received by the faculty who took the class so they could pursue drone pilot licenses. The course was facilitated by the CSU Vice President for Research's Drone Center, which has a mission to remove barriers to drone-enabled research at CSU by providing access to equipment, technical expertise, and collaboration with other researchers.

### CSU System Government Affairs – Federal

- Chancellor Frank attended the National Governors Association meeting in Vail on June 10, where he presented on the Together We Grow consortium with leadership from Ardent Mills. Together We Grow will be housed at the CSU Campus at the National Western Center. Chancellor Frank had several one-on-one meetings with Governors and their staffs at the meeting.
- Chancellor Frank attended the Colorado Capital Conference hosted by Colorado Senators Bennet and Gardner. Participants in the conference included students, alumni, donors, and community members interested in learning more about the function of the federal government. CSU is one of the co-sponsors of the conference.

### CSU System Government Affairs – State

- Meetings with key members of the Legislature and local delegations continue.
- Chancellor Frank attended the state's Higher Ed CEO meeting May 23.
- Chancellor Frank and CFO Sobanet attended a special CCHE meeting regarding the state's higher-education funding formula on July 10.
- System leadership reviewed and shared a report on the ROI of a Colorado higher education released by Governor Polis and the CCHE/CDHE July 30.

#### Statewide Partnerships:

- Chancellor Frank and EVC Parsons attended the National Western Authority Board meetings May 30, June 30, and July 25.
- Chancellor Frank and Executive Vice Chancellor Parsons attended the National Western Authority Summit May 30 and 31.
- Chancellor Frank attended a Western Stock Show Association Board meeting May 16.
- Executive Vice Chancellor Parsons attended the Western Stock Show Association's Annual Meeting May 17.
- Executive Vice Chancellor Parsons attended Boys and Girls Clubs of Metro Denver Board meeting on May 21.
- Executive Vice Chancellor presented at the join Denver Metro Chamber Board of Directors and Metro Denver EDC meeting at the National Western center highlighting CSU's planned buildings and programs at the redevelopment.
- Chancellor Frank attended the Salazar Center for Conservation board meeting May 14 and hosted a reception at the CSU Denver Center.
- Executive Vice Chancellor Parsons participated on a Bell Policy Center Roundtable June 12.
- Executive Vice Chancellor Parsons hosted interviews for the position of Executive Director of Together We Grow at Denver International Airport July 11. Kristin Kirkpatrick, currently vice president of strategy for the Big Green, accepted the position and will begin in September.
- Chancellor Frank visited with Denver-area media outlets August 7.
- On August 5, Chancellor Frank was guest of honor and spoke at the Marine Corps Scholarship Foundation Student Reception in Englewood. Lt. Gen. Robert Ruark, president and CEO of the Marine Corps Scholarship Foundation, led the ceremony.

The Board of Governors  
of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Action Item

**MATTERS FOR ACTION:**

Approval of revised Colorado State University System Board of Governors Policy 100.

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors of the Colorado State University System hereby approves the revised CSUS Board Policy 100.

**EXPLANATION:** Presented by Jason L. Johnson, General Counsel.

From time to time and in accordance with best practices, the Board of Governors updates or amends its Policy and Procedures Manual. With the separation of the Chancellor and CSU President positions, the attached revision to Policy 100 provides that any institutional policy that needs Board approval will be sent to the Chancellor prior to submission to the Board.

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

\_\_\_\_\_  
Approved

\_\_\_\_\_  
Denied

\_\_\_\_\_  
Dean Singleton, Board Secretary

\_\_\_\_\_  
Date



# COLORADO STATE UNIVERSITY SYSTEM

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## Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 100: The Colorado State University System Board of Governors Policy and Procedures Manual

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### Board Policy

The Board of Governors of the Colorado State University System (Board) discharges its constitutional and statutory responsibilities through bylaws, policies and procedures, and administrative rules and regulations adopted by and established under the authority of the Board. This manual and the Board's policies and procedures stated herein are issued in accordance with Article XII of the Board's bylaws and supersede or modify all prior policies. This manual shall be interpreted in accord with the Board's bylaws and in the event of a conflict, the bylaws shall govern. To ensure the availability of this CSUS Board of Governors Policy and Procedures Manual (Manual), the Office of the Chancellor will maintain a hard copy of the Manual and it will also be maintained electronically on the Colorado State University System (CSUS) web site ([www.csusystem.edu](http://www.csusystem.edu)).

1. Pursuant to Article VIII, Section 5, of the Colorado Constitution and Colorado Revised Statutes (CRS) Sections 23-30-101 *et seq.*, the supervision and control of the CSUS is vested in the Board. As a body corporate of the State of Colorado, the CSUS consists of three legally established institutions of higher learning and four affiliated agencies: Colorado State University (CSU), in Fort Collins, Colorado State University-Pueblo (CSU-P), located in Pueblo, and Colorado State University-Global Campus (CSU-GC), located in Denver. The Colorado State Forest Service, Agricultural Experimental Station, Cooperative Extension Service and Colorado Water Resources Research Institute, are also established by separate statute and operate as component parts of CSU.
2. The Board has powers, rights, and privileges granted under Colorado law, including but not limited to suing and being sued; taking and holding personal property and real estate; contracting and being contracted with; selling, leasing, and exchanging real property; controlling and directing all monies received by it or its constituents institutions; and determining personnel matters pertaining to the CSUS.
3. With the exceptions of legislative and judicial powers vested exclusively in the Board, the Board may in its discretion, delegate authority to the Chancellor, campus Presidents, and other CSUS or campus officers and agents to approve and execute contracts, agreements, grants, warrants, and other binding instruments in the name of the Board; and may, delegate specifically identified personnel powers, including the power to appoint and/or terminate employees exempt from the State Personnel System, to the Chancellor and campus Presidents, and allow these named officers to re-delegate, these personnel powers to other CSUS and campus officers.

Policy 100: The Colorado State University System Board of Governors  
Policy and Procedures Manual

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4. This manual and the Board's policies and procedures stated herein apply to the Board, the CSUS, and the institutions within the CSUS and must comply with applicable federal and state legal and regulatory requirements. The Chancellor of the CSUS and the President of each institution within the CSUS may create policies that apply to the entire institution, and any such policies must be consistent with these Board policies and procedures. [For institutional policies that require Board approval, any changes must be reviewed and approved by the Chancellor before submission to the Board for approval.](#) For ease of reference, Board policy, CSUS policy or institutional policy may be incorporated by reference in another policy. The policy being referenced remains the policy of the Board, CSUS or the particular institution.
5. Attached as Appendix A to this Policy 100 is a summary of delegations of authority and powers reserved to the Board which have been previously approved by the Board. Upon the effective date of this manual, all resolutions relating to delegation of authority to the Presidents are hereby modified to delete any reference to Fort Lewis College, and University of Southern Colorado. Further, to the extent necessary all such resolutions are modified to add the Presidents of CSU-Pueblo and CSU-Global Campus as appropriate. For details on prior delegations of authority please refer to the specific Board resolutions posted on the CSUS website.

#### Procedures

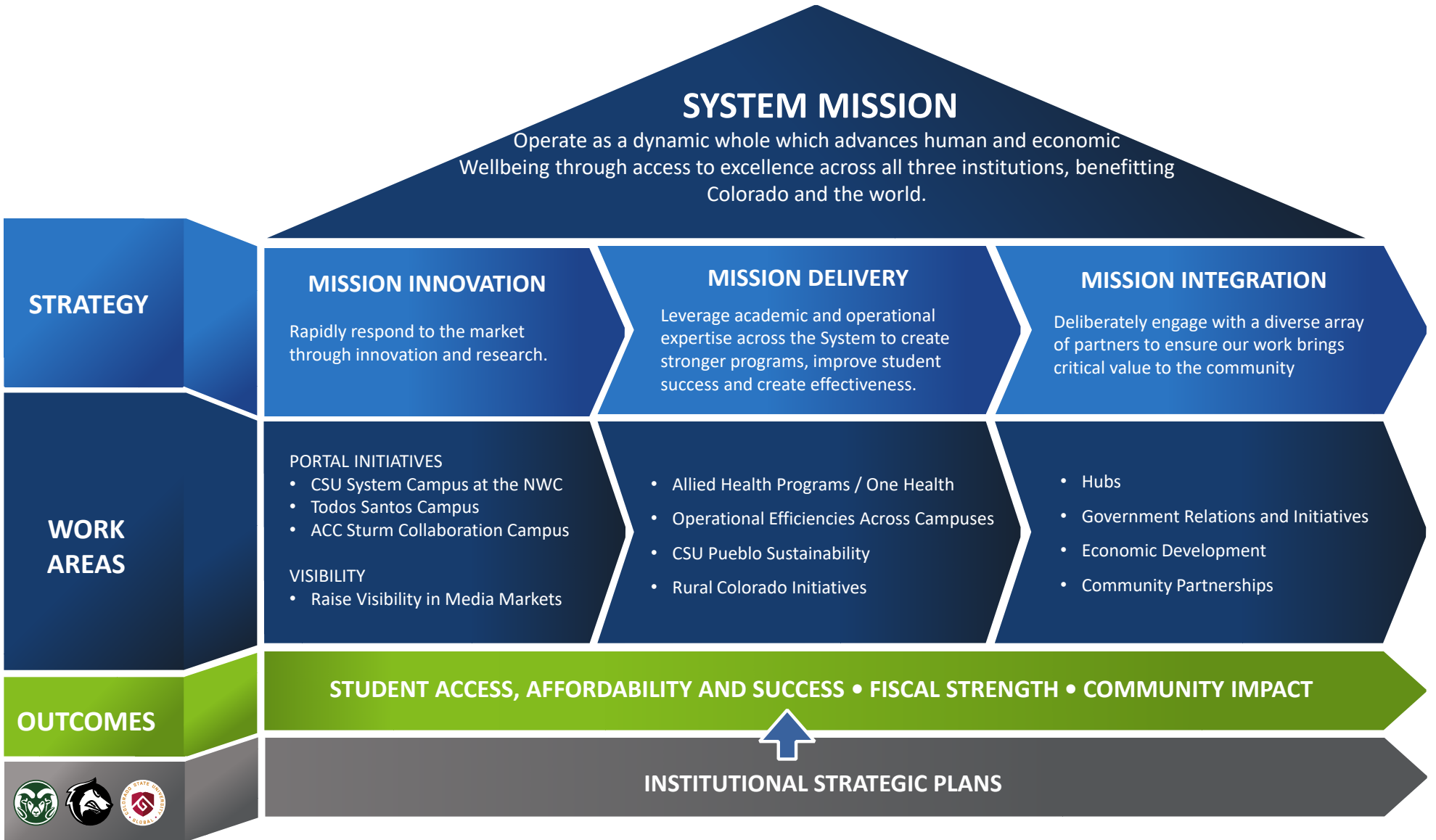
- A. The Chancellor, in consultation with the Board coordinates policy development for the Board.
- B. The Chancellor and campus Presidents assure that the CSUS Office and campus policies and procedures comply with this Manual.
- C. The CSUS General Counsel reviews all proposed policies for compliance with legal requirements and coordinates periodic revision to assure internal consistency and conformity to the law; bylaws of the Board; and Board resolutions.

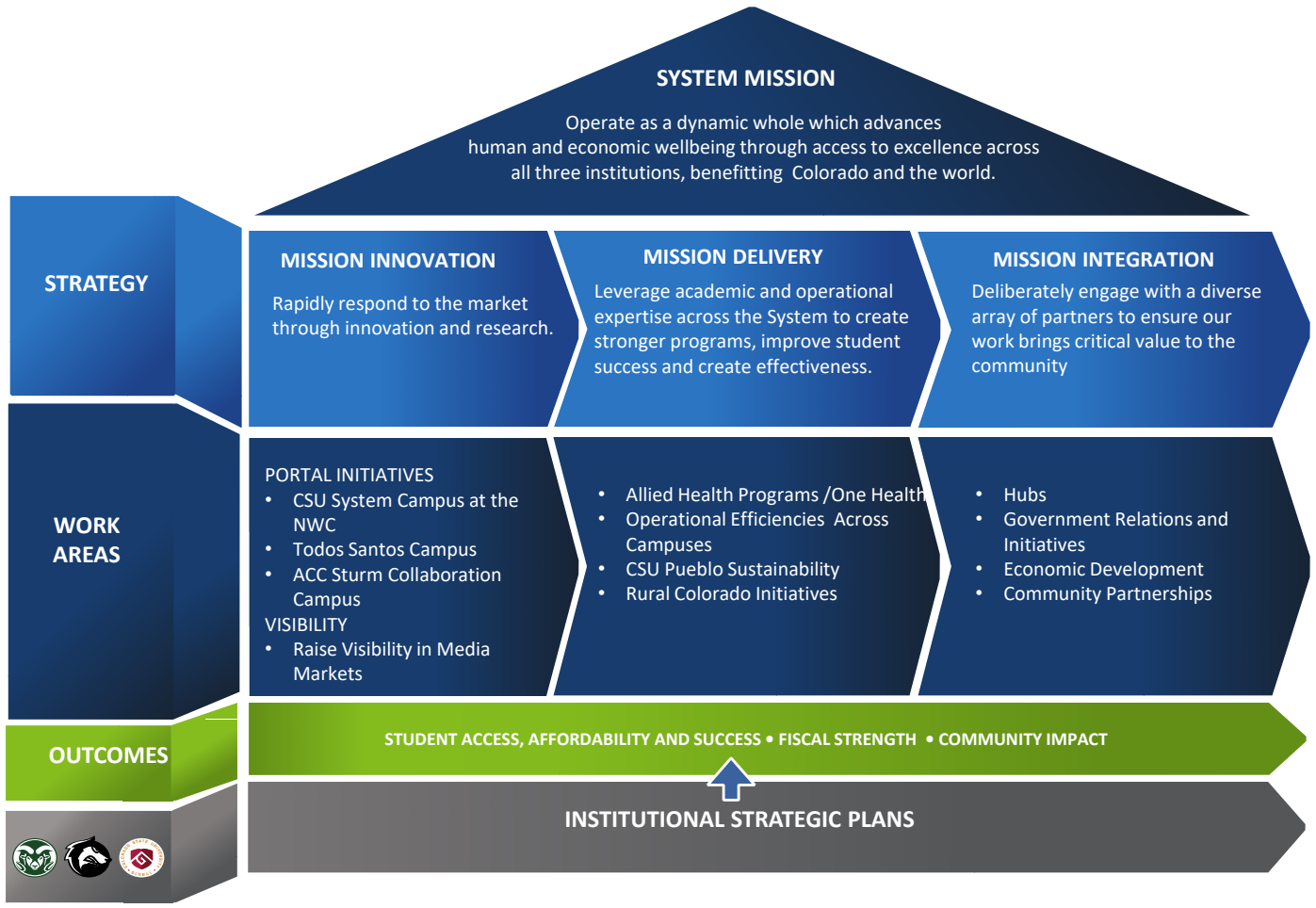
#### DISCLAIMER:

**NOTHING CONTAINED IN THIS MANUAL SHALL BE DEEMED TO CREATE ANY PROMISE OF EMPLOYMENT OR EMPLOYMENT AGREEMENT. THIS MANUAL SETS FORTH POLICIES AND GUIDELINES OF THE CSUS WHICH MAY BE AMENDED FROM TIME TO TIME IN THE DISCRETION OF THE BOARD. ANY QUESTIONS REGARDING THE INTERPRETATION OF ANY POLICY IN THE MANUAL SHOULD BE DIRECTED TO THE GENERAL COUNSEL. FINAL INTERPRETATION AND DECISIONS REGARDING THE MEANING OR APPLICATION OF THESE POLICIES REMAINS IN THE SOLE DISCRETION OF THE BOARD.**

Effective date of Policy and Procedures Manual:

October 4, 2013 by Board of Governors Resolution  
Amended August 2, 2017 by Board of Governors Resolution  
[Amended August 9, 2019 by Board of Governors Resolution](#)





**AT THIS MEETING**

CSU System Campus at NWC  
CSU-Pueblo Sustainability  
Community Partnerships

**BOARD AREAS OF STRATEGY**

CSU-Pueblo Sustainability  
Portal Initiatives  
Rural Colorado  
Student Success  
Access and Affordability  
Allied Health Programs




**ANNUAL CALENDAR OF REPORTS**

**August: Athletics, faculty Workload**  
October: Agriculture, Engagement, Public Safety  
December: Enrollment, Student Success, Reserve Investments, Research  
February: Retreat  
May: University Budgets, Government Relations, Colorado Water Institute, Colorado State Forest Service  
June: Retreat

# DRAFT

## COLORADO STATE UNIVERSITY SYSTEM

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	 COLORADO STATE	 CSU PUEBLO	 CSU GLOBAL
Total enrollment	33,083	6,639	19,198
Student-to-faculty ratio	16	14	15
Equity ratio (GASB)	12	24	85
Research funding	\$374,955,000	\$4,758,076	NA
Annual fundraising	\$163,000,000	\$4,500,000	NA
% spent on instruction and academic support	39%	41%	36%
% of expenditures spent on administration	5%	10%	7%
Capital appropriations/grants/gifts	\$43,637,196	\$1,482,754	\$0

### ACCESS AND AID

% of undergraduates receiving grant aid	52%	59%	35%
Average amount undergraduate grant aid	\$8,811	\$6,965	\$3,275
Number receiving post-9/11 GI Bill benefits	1,194	257	1,042
Average amount of post-9/11 GI Bill benefits	\$8,309	\$6,430	\$4,402
Average amount of DOD tuition assistance	\$2,433	\$1,873	\$2,111
Number receiving DOD tuition assistance	56	20	583
Total price for residents on campus	\$25,929	\$26,702	\$20,682
Total price for residents off campus	\$24,287	\$26,824	\$20,682
Admission rate	83%	95%	50%
Application yield rate	27%	13%	65%
Number of nontraditional age students	8,555	2,880	10,996
% of enrollment that is minority	22%	34%	28%
% enrolled exclusively in distance courses	9%	1%	100%
% enrolled in some but not all distance courses	14%	4%	0%

### OUTCOMES

Full-time, first-time retention rate	82%	68%	78%
# of students earning a Bachelor's degree	4,971	758	2,060
# of students earning a Master's degree	1,639	85	1,383
# of students earning a doctorate	358	NA	NA
4-year graduation rate	45%	19%	NA
6-year graduation rate	69%	35%	NA
6-year graduation rate (white non-Hispanic)	71%	38%	NA
6-year graduation rate (Hispanic)	59%	35%	NA
Transfer-out rate	9%	41%	NA
6-year graduation (Pell Grant recipients)	62%	31%	NA
Loan default rate	2.8%	8.8%	5.0%

# Section 12

## *Annual Athletics Reports*

- CSU-Pueblo – Presented by Paul Plinske, Athletic Director
- CSU – Presented by Joe Parker, Athletic Director

# *Colorado State University-Pueblo Intercollegiate Athletics*

Paul Plinske, Ph.D.  
Director, Intercollegiate Athletics



## *Mission*

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





## *Vision*

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



# *Athletics Scorecard (2018-19)*

## **Academic Excellence**

- 3.06 grade point average
- 9 Academic All-Americans

## **Athletic Achievement**

- 5<sup>th</sup> in RMAC All-Sports Competition Cup (out of 16 schools)
- 36<sup>th</sup> in Learfield/IMG College Directors' Cup Standings
- 27 All-American performances
- 8 national champions

## **Community Engagement**

- 3,200 hours of community service
- YMCA Junior ThunderWolves, KaBoom!, Pack the Park





*Derrick Williams*

*Thomas Staines*

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# *Participation Numbers*

CSU-Pueblo Athletics: 49% are ethnic minority and 52% are non-resident

<b>2014-15</b>	607	*Added 6 sports
<b>2015-16</b>	618	
<b>2016-17</b>	569	
<b>2017-18</b>	542	
<b>2018-19</b>	532	
<b>2019-20</b>	<u>586</u>	
	<b>576 per year</b>	<b>22 sports</b>

**NCAA Averages**      **463 student-athletes**  
**15.9 varsity sports**

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# *NCAA Division II Financial Status*

308 Division II Schools (48% public)

88% of Division II has 7,500 students or less

35% of Division II has 2,500-7,499 students or less

53% of Division II has fewer than 2,500 students

<b>1<sup>st</sup> quartile (top 25%):</b>	\$10.8 million budget*
<b>2<sup>nd</sup> quartile (top 50%):</b>	\$7.7 million budget*
<b>3<sup>rd</sup> quartile (top 75%):</b>	\$6.3 million budget*

\*Football schools

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## *Three-Year Financial Status*

	<u>FY 17</u>	<u>FY 18</u>	<u>FY 19</u>
<b>Total Expenses</b>	<b>\$8.09m</b>	<b>\$7.36m</b>	<b>\$7.54m</b>
<b>Revenues</b>			
Ticket Sales	\$242k	\$199k	\$293k
Contributions	\$1.67m	\$1.07m	\$1.52m
Student Fees	\$1.39m	\$1.34m	\$1.33m
University	\$3.61m	\$3.99m	\$4.15m



## *History of Budget Deficit*

2014-15	(\$1,031,877)
2015-16	(\$1,679,992)
2016-17	(\$996,479)
2017-18	(\$951,610)
2018-19	(\$1,201,610)



# *Athletics Budget Balancing Plan*

-5-year model-

Combination of reducing expenses, increasing revenue (gate receipts, fund raising),  
adding University (E&G) and Student Fee support

	<u>Annual Deficit</u>	<u>Total Additional Revenue</u>	<u>Overall</u>
2018-19	-\$300,000	\$50,000	(\$1,201,610)
2019-20	-\$300,000	<b>\$410,000</b>	(\$1,091,610)
2020-21	-\$300,000	\$539,000	(\$852,610)
2021-22	-\$300,000	\$668,000	(\$484,610)
2022-23	-\$300,000	\$668,000	(\$116,610)

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# *2019-20 Performance Goals*

1. Attain our **academic, athletic and community service objectives**
  - a. 3.07 grade point average
  - b. Top 4 RMAC and Top 30 Directors' Cup
  - c. 10 hours of community service per student-athlete
  
2. Create **financial sustainability**
  - a. Generate an additional \$190k in gate receipts, corporate sponsorships and fund raising
  - b. Raise \$4.5m for the Foundation's comprehensive campaign
  
3. Coach our leaders to **act like champions**
  
4. Build on our **student-athlete experience**

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# What is Division II?

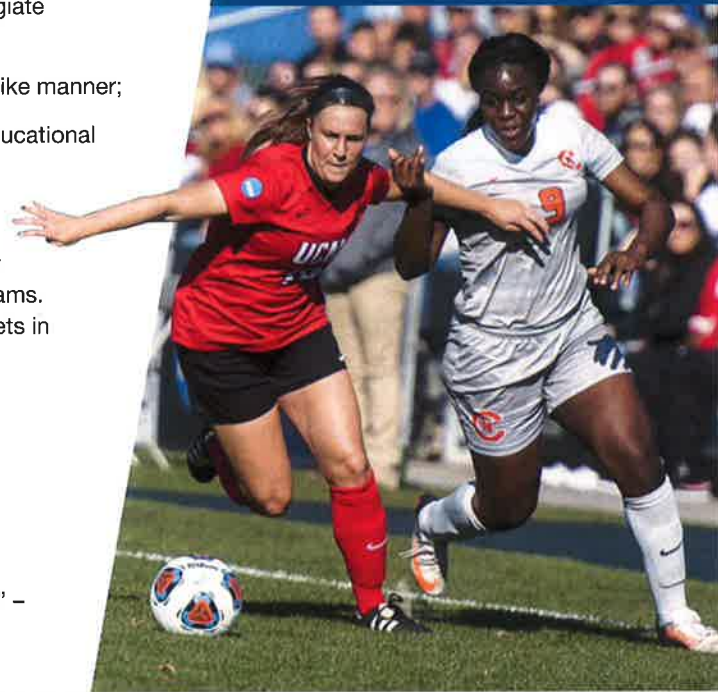
Division II is a collection of more than 300 colleges and universities that conduct their athletics programs as part of the parent organization National Collegiate Athletic Association, whose mission is to:

- (1) Govern athletics competition in a fair, safe, equitable and sportsmanlike manner;
- (2) Integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount; and
- (3) Position college sports as a pathway to opportunity.

The NCAA's three-division structure was created in 1973 to give member institutions a more varied menu for which to classify their athletics programs. Division II gave those programs that wanted to keep their athletics budgets in good proportion to the total institutional budget a place to compete.

**Any response to "What is Division II?" should emphasize:**

- The commitment to academic success;
- The ability to award athletics scholarships;
- The plentiful access to NCAA championships; and
- The balanced approach that allows student-athletes to "Make It Yours" – to experience all the campus and surrounding community has to offer.



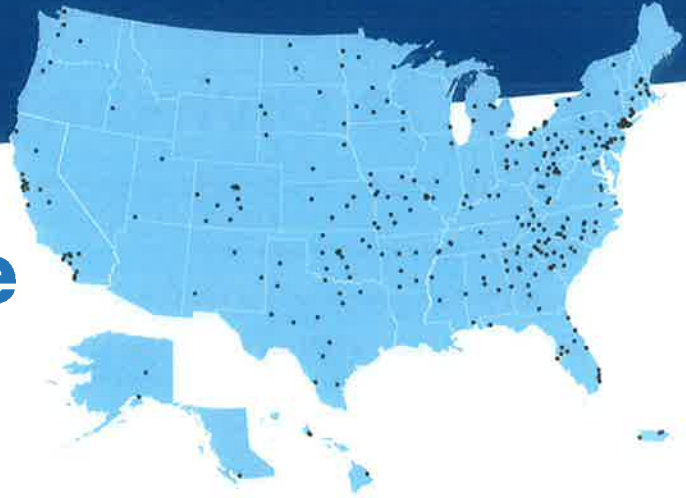
## Make It Yours

Division II adopted the Make It Yours brand enhancement at the 2016 NCAA Convention.

**Here's what Make It Yours means for Division II members:**

- It's making graduation a priority.
- It's about earning scholarship dollars for your athletic ability and competing for national championships.
- It's making athletics participation truly part of the college experience rather than just one aspect of it.
- It's making lifelong friends at a campus whose size affords a more intimate setting.
- It's making the academic experience more personal.
- It's about professors, coaches and staff caring for you as a student.
- It's about an experience in which you can be an active participant.
- It's about a campus that is tight-knit enough to respond to individual student needs.
- It's about having coaches who help athletes develop their resumes as much as their athletics skills.
- It's about a custom-fit approach to athletics and education rather than a one-size-fits-all.

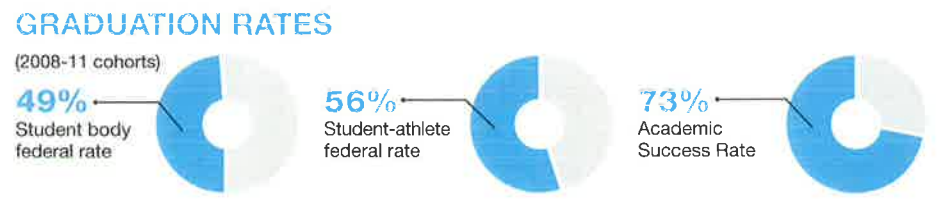
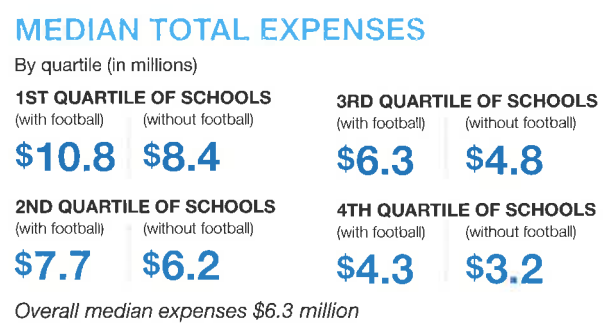
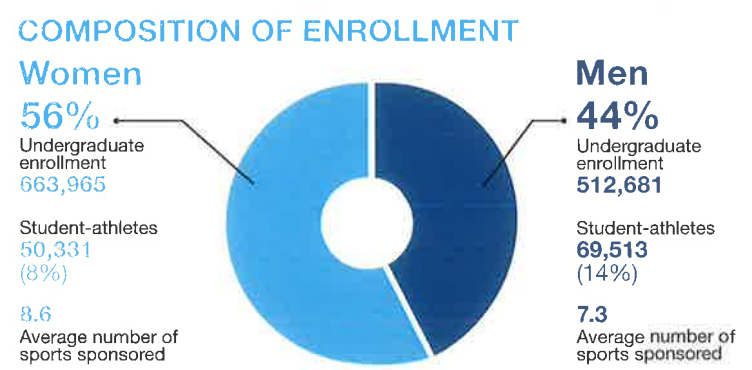
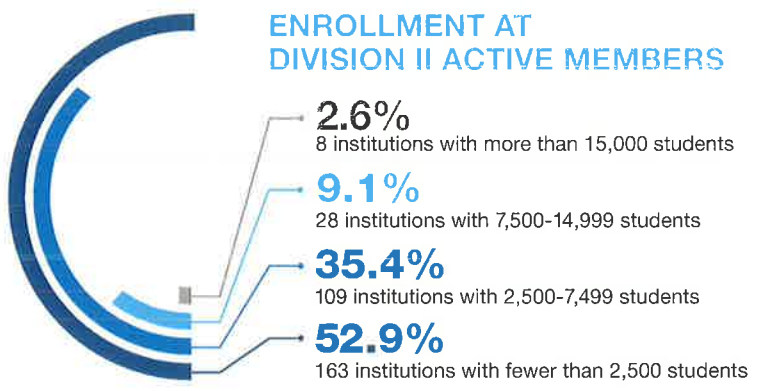




# Life in the Balance

Division II supports the educational mission of college athletics by fostering a balanced and inclusive approach in which student-athletes learn and develop through their desired academic pursuits, in civic engagement with their communities and in athletics competition. Division II gives student-athletes the unique opportunity to compete in the classroom, on the field, in their career, for their causes, and on their terms.

**24 conferences** | **308 active members** | **6 schools in membership process** ▶ **4 schools in year three**  
**2 schools in year one**



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

## August 2019



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  - a) Athletic Performance
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# Academic Performance

## 2018 Graduation Rates

Rate	CSU Student-Athletes	All CSU Students	NCAA Div. I - FBS Student-Athletes	All NCAA Div. I - FBS Students	MW Student-Athletes (avg.)	All MW Students (avg.)	Rank in MW
Federal Graduation Rate	67%	67%	68%	68%	64%	55%	2nd (tied w/FSU & USU; BSU 1 <sup>st</sup> at 69%)
NCAA Graduation Success Rate (GSR)*	85%	N/A*	87%	N/A*	83%	N/A*	5th (behind USU, BSU, AFA & FSU)

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

Information based on most current public data. The 2018 report is based on the 2011-12 cohort year. Scores are a four-class average.



# Academic Performance

## 2018 Graduation Rates

FEDERAL GRADUATION RATE		NCAA GRADUATION SUCCESS RATE (GSR)	
UC-Davis	81%	Virginia Tech	92%
Illinois	77%	Illinois	91%
Michigan State	75%	Colorado	90%
Purdue	73%	UC-Davis	89%
Iowa State	70%	Michigan State	88%
Texas A&M	70%	Iowa State	88%
Kansas State	68%	North Carolina State	86%
Colorado State	67%	Tennessee	86%
Virginia Tech	67%	Colorado State	85%
Colorado	66%	Kansas State	85%
North Carolina State	64%	Purdue	85%
Tennessee	64%	Texas A&M	83%
Washington State	60%	Washington State	81%
Oregon State	54%	Oregon State	80%
Oklahoma State	47%	Oklahoma State	73%



# Academic Performance

## Academic Progress Rate (APR)

SPORT	Single-Year Rates				Multi-Year Rates			
	2017-18	2016-17	2015-16	2014-15	2017-18	2016-17	2015-16	2014-15
Men's Basketball	920	920	981	961	946	966	976	975
Men's Cross Country	1000	950	1000	1000	988	989	1000	1000
Football	946	953	969	997	966	970	966	954
Men's Golf	1000	1000	1000	1000	1000	993	992	985
Men's Track and Field	990	982	1000	991	991	991	991	986
Women's Basketball	1000	1000	1000	969	992	992	991	991
Women's Cross Country	978	1000	1000	966	986	991	990	989
Women's Golf	1000	1000	1000	967	992	992	976	976
Soccer	1000	981	1000	1000	995	993	1000	1000
Softball	972	1000	969	1000	985	993	990	997
Swimming and Diving	1000	1000	1000	1000	1000	1000	991	983
Tennis	1000	1000	933	969	978	966	959	977
Women's Track and Field	979	993	1000	977	987	993	989	980
Volleyball	1000	960	1000	1000	990	984	995	995
<b>OVERALL APR</b>	<b>976</b>	<b>978</b>	<b>988</b>	<b>989</b>	<b>985</b>	<b>987</b>	<b>986</b>	<b>985</b>

Notes:

1. APR measures semester-by-semester retention and eligibility rates for current scholarship student-athletes and is a predictor of future graduation rates.
2. A perfect APR score is 1000. The NCAA imposes penalties when the multi-year rate falls below 930.
3. APR data for 2018-19 will not be submitted until October 2019.





# Academic Performance

## Team GPAs

<b>SPORT</b>	<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Spring 2019</b>
Men's Basketball	2.53	2.28	2.54	2.43
Football	2.37	2.53	2.47	2.62
Men's Golf	3.16	3.19	3.12	3.04
Men's XC & Track	2.98	2.92	2.95	2.88
<b>All Male Student-Athletes</b>	2.60	2.68	2.66	2.69
Women's Basketball	3.15	3.30	3.16	3.08
Women's Golf	3.08	3.53	3.50	3.59
Women's Soccer	3.24	3.19	3.01	3.11
Softball	3.28	3.41	3.23	3.17
Women's Swimming	3.35	3.35	3.27	3.23
Women's Tennis	3.48	3.45	3.55	3.51
Women's XC & Track	3.32	3.28	3.25	3.17
Women's Volleyball	3.38	3.37	3.59	3.73
<b>All Female Student-Athletes</b>	3.30	3.32	3.26	3.25
<b>All CSU Student-Athletes</b>	2.94	2.99	2.95	2.96
<b>All CSU Students</b>	2.98	3.04	2.99	3.05



# Academic Performance

## 2018-19 Accomplishments

- 133 Rams earned MW Academic All-Conference recognition for achieving a grade-point average of 3.0 or better while competing in at least 50% of their teams' varsity contests during the year.
- 72 Rams earned MW Scholar-Athlete awards for achieving a grade-point average of 3.5 or better while utilizing a season of competition (competing in at least 1 contest), seven of which earned 4.0 GPA.

### MW Academic All-Conference

2018-19: 133 student-athletes

2017-18: 138 student-athletes

2016-17: 152 student-athletes

2015-16: 150 student-athletes

2014-15: 142 student-athletes

### MW Scholar-Athlete

2018-19: 72 student-athletes

2017-18: 89 student-athletes

2016-17: 90 student-athletes

2015-16: 81 student-athletes

2014-15: 70 student-athletes



# Academic Performance

## 2018-19 Accomplishments

459

- Fall 2018 marked the tenth-highest student-athlete term GPA on record (2.951) and eleventh-highest student-athlete cumulative GPA on record (3.000).\*
- Spring 2019 marked the ninth-highest student-athlete term GPA on record (2.965) and sixth-highest student-athlete cumulative GPA on record (3.037).\*

\*Records include 25 semesters worth of data, beginning with Spring 2007.

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# Student-Athlete Engagement 2018-2019 Accomplishments

- Five student-athletes participated in the Multicultural Undergraduate Research Art and Leadership Symposium (MURALS).
  - \* Christian Cumber (Football) placed second in the Creative Arts category with his photography project entitled “Look Me in My Eyes”
- Nineteen student-athletes from seven sports traveled to EARTH University in Costa Rica in early Summer 2019 as part of the newest Green and Global cohort exploring agricultural sciences with a focus on ethical entrepreneurship and socio-environmental efforts.

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# ATHLETIC PERFORMANCE

## 2018-19

SPORT	CONFERENCE RECORD	OVERALL RECORD	CONFERENCE FINISH	COMMENTS/POSTSEASON
Men's Basketball	7-11	12-20	t-7th	Nico Carvacho became the all-time leading single-season and career rebounder in CSU history; Two earned All-MW honors; Did not qualify for postseason play
Men's Cross Country	N/A	N/A	3rd	Finished 4th at NCAA Mountain Regional; placed 9th at NCAA Championship (2nd year in a row with national top-10 finish); USTFCCCA All-Academic Team; One-All-American
Football	2-6	3-9	5th (Mountain Div.)	Did not qualify for postseason play
Men's Golf	N/A	N/A	2nd	Won two team tournament titles and had one medalist; Tied for 5th at NCAA Pullman Regional (second straight year in a regional); Oscar Teiffel named MW Co-Freshman of the Year; Finished #41 in the nation
Men's Indoor Track & Field	N/A	N/A	1st	MW Champions; Brian Bedard named MW Coach of the Year
Men's Outdoor Track & Field	N/A	N/A	1st	MW Champions; Brian Bedard named MW Coach of the Year; Jackson Morris MW Male Performer of the Championships; Two individuals qualified for NCAA Championships with one earning honorable mention All-American
Women's Basketball	2-16	8-22	11th	Did not qualify for postseason play
Women's Cross Country	N/A	N/A	7th	Did not qualify for NCAA Championship; Finished 9th at NCAA Mountain Regional, USTFCCCA All-Academic Team
Women's Golf	N/A	N/A	8th	One team tournament title and one medalist; Did not qualify for postseason play
Women's Soccer	3-6-2	6-9-4	9th	Most overall & MW wins in a season in six-year history
Softball	18-6	39-12	1st	MW Champions; NCAA Regional Appearance for first time since 2003 and just third time overall; Amber Nelson honored as MW Player of the Year; Jen Fisher named MW Coach of the Year; Appeared nationally in top 25 polls; Three CoSIDA Google Cloud Academic All-District picks and one Academic All-American; Six players named All-Region
Women's Swimming & Diving	1-2	4-4	7th	Did not qualify for NCAA Championship; CSCAA Scholar All-America Team
Women's Tennis	2-4	11-10	8th	Did not qualify for NCAA Championship
Women's Indoor Track & Field	N/A	N/A	1st	MW Champions; Three individuals qualified for the NCAA Championships, each earning second-team All-America; Brian Bedard named MW Coach of the Year & USTFCCCA Mountain Region Women's Coach of the Year
Women's Outdoor Track & Field	N/A	N/A	1st	MW Champions; Brian Bedard named MW Coach of the Year & USTFCCCA Mountain Region Coach of the Year; Shadae Lawrence named USTFCCCA Mountain Region Women's Field Athlete of the Year; Four individuals and one relay qualified for NCAA Championships; All five earned All-American honors
Women's Volleyball	15-3	23-8	1st	24th consecutive NCAA Tournament appearance; Katie Oleksak honored as MW Player of the Year; Tom Hilbert named MW Coach of the Year; Two earn AVCA honorable mention All-American; Three named AVCA All-Region; One named CoSIDA Google Cloud Academic All-District

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# Athletic Performance

## 2018-19 Accomplishments

462

- CSU earned six Mountain West championships (volleyball, men's indoor track & field, women's indoor track & field, men's outdoor track & field, women's outdoor track & field, and softball). Eight of the 16 programs finished in the top three of the conference.
- The Rams were represented at eight NCAA postseason championship events (men's cross country, volleyball, men's indoor track & field, women's indoor track & field, men's golf, softball, men's outdoor track & field and women's outdoor track & field).
- Two Rams were named Mountain West Athlete of the Year, while there were 18 individual championships, 11 All-Region and 12 All-America honors earned in 2018-19.
- The volleyball, men's cross country and men's golf programs qualified for postseason competition in 2018-19, each team continuing their streak of postseason appearances.
- Women's outdoor track and field's Shadae Lawrence placed third at the NCAA's in the discus throw during the outdoor season, and the women had a relay earn All-American honors (second team) for the first time in school history.

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- The volleyball program, under 23<sup>rd</sup>-year head coach Tom Hilbert, qualified for the NCAA Tournament for the 24<sup>th</sup> year in a row.
- The men's golf program made its second straight NCAA Regional appearance under seventh-year head coach Christian Newton and competed in the nationally-televised Western Intercollegiate on the Golf Channel.
- The softball program won its second Mountain West championship ever after being picked to finish seventh in the preseason and advanced to the NCAA Regionals, earning a win over Harvard during the event (first NCAA win since 1997). The season included a program-record 20-game win streak, including a perfect month of March.
- The women's tennis team, led by third-year head coach Jarod Camerota, recorded a winning record for the first time since 2005 and its second-straight 10-win season (only two, 10-win seasons since 2007).
- Colorado State became the first Mountain West school to sweep the men's and women's indoor and outdoor track title since 2011.
- Men's cross country was first team in the history of CSU Athletics to finish among the nation's top nine teams in consecutive seasons.
- CSU had four CoSIDA Academic All-District honorees, including softball's Haley Donaldson being named Google Cloud Academic All-American
- Hayley Rowley was honored with the Mountain West women's swimming and diving Senior Recognition Award.



Colorado State University  
 Department of Athletics  
**FY 19 Budget and Actuals-Org 0120 - Unaudited**

Expenditures	Budget FY 19	Actuals FY 19	Variance Actual vs Budget
1 Financial Aid	\$ 9,672,996	\$ 9,249,306	\$ 423,690
2 Salaries and Benefits	17,527,619	15,635,955	1,891,664
3 Debt Service	656,600	470,806	185,794
4 Operations	9,890,100	11,887,247	(1,997,147)
5 Bowl Game (established midyear per MW formula after bowl selection)	-	-	-
6 Camp Expenses including payouts of FY18 profits	1,000,000	669,891	330,109
7 Trade Outs	2,800,000	2,633,865	166,135
8 Total Expenditures	<u>\$ 41,547,315</u>	<u>\$ 40,547,070</u>	<u>\$ 1,000,245</u>
Revenues			
9 University Base Support	\$ 12,570,322	\$ 12,573,868	\$ 3,546
10 University 1x Support	7,068,112	3,395,657	(3,672,455)
11 Student Fees	5,867,702	5,954,970	87,268
12 Camp Revenues received in FY19 less FY20 carryforward	1,000,000	693,538	(306,462)
13 Trade Outs	2,800,000	2,633,865	(166,135)
14 Bowl Revenue (MW distribution + Ticket Sales)	-	-	-
15 Self Generated Revenue	8,595,205	9,652,822	1,057,617
16 Total Revenue	<u>\$ 37,901,341</u>	<u>\$ 34,904,720</u>	<u>\$ (2,996,621)</u>
17 Stadium Transfer to 0120 per Pro Forma	\$ 3,645,974	\$ 3,645,974	\$ -
18 Additional Stadium Transfer	-	1,996,376	
19 Net	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>





**Income Statement Pro Forma Fiscal Year 2019 - Canvas Stadium**

	FY16 Hughes	FY17 Hughes	FY18 Canvas	FY19 Canvas
<b>Revenues</b>				
1 Premium Seat Donations	\$ -	\$ -	\$ 3,482,757	\$ 3,531,299
2 Priority Seat Donations	2,339,759	2,541,068	1,139,288	1,139,288
3 Premium and Priority Seat Donations TCJA 2017 Impact**	-	-	-	1,775,057
4 Tickets and Parking	3,705,625	3,632,874	5,151,617	5,440,190
5 Advertising/Sponsorship	2,896,024	3,509,256	3,030,365	4,450,596
6 Naming Rights	-	-	1,060,167	1,060,167
7 Hughes Base Budget Reallocation	-	-	610,000	610,000
8 Miscellaneous Revenue	315,942	308,417	1,124,092	792,804
9 <b>Total Revenue</b>	<b>\$ 8,957,350</b>	<b>\$ 9,989,815</b>	<b>\$ 15,576,286</b>	<b>\$ 18,799,401</b>
<b>Expenses</b>				
10 Salaries and Benefits	\$ -	\$ -	\$ 167,980	\$ 230,528
11 Supplies	-	-	73,832	6,312
12 General Operating Services	-	-	354,564	300,076
13 Professional Services	-	-	127,130	176,786
14 Repairs & Maintenance	-	-	250,420	434,518
15 Utilities	-	-	609,143	456,902
16 Game-Day Expenses	1,000,089	854,707	1,557,391	1,358,257
17 <b>Total Expenses</b>	<b>\$ 1,000,089</b>	<b>\$ 854,707</b>	<b>\$ 3,140,461</b>	<b>\$ 2,963,379</b>
18 <b>Net Income</b>	<b>\$ 7,957,261</b>	<b>\$ 9,134,908</b>	<b>\$ 12,437,825</b>	<b>\$ 15,836,022</b>

**CSL Feasibility Study Low Case 2012**

	C SL FY19	FY 19 Final	\$ Variance C SL vs Final	% Variance C SL vs Final
<b>Revenues</b>				
19 Premium Seat Donations	\$ 1,898,000	\$ 3,531,299	\$ 1,633,299	86%
20 Priority Seat Donations	1,832,280	1,139,288	(792,992)	-41%
21 Premium and Priority Seat Donations TCJA 2017 Impact**	-	1,775,057	1,775,057	100%
22 Tickets and Parking - Net Sales Team	5,072,250	5,440,190	367,940	7%
23 Advertising/Sponsorship	3,664,647	4,450,596	2,785,949	167%
24 Naming Rights	412,000	1,060,167	648,167	157%
25 Hughes Base Budget Reallocation	-	610,000	610,000	100%
26 Miscellaneous Revenue	1,137,947	792,804	(345,143)	-30%
27 <b>Total Revenue</b>	<b>\$ 12,117,124</b>	<b>\$ 18,799,401</b>	<b>\$ 6,682,277</b>	<b>56%</b>
<b>Expenses</b>				
28 Salaries and Benefits	\$ 206,000	\$ 230,528	\$ (24,528)	-12%
29 Supplies	15,450	6,312	9,138	59%
30 General Operating Services	36,050	300,076	(264,026)	-732%
31 Professional Services	77,250	176,786	(99,536)	-129%
32 Repairs & Maintenance	206,000	434,518	(228,518)	-111%
33 Utilities	412,000	456,902	(44,902)	-11%
34 Game-Day Expenses	494,400	1,358,257	(863,857)	-175%
35 <b>Total Expenses</b>	<b>\$ 1,447,150</b>	<b>\$ 2,963,379</b>	<b>\$ (1,516,229)</b>	<b>-105%</b>
36 <b>CSL Net Income</b>	<b>\$ 10,669,974</b>	<b>\$ 15,836,022</b>	<b>\$ 5,166,048</b>	<b>48%</b>

**Projected Net Income Variance Versus CSL Feasibility Low Case**

37					\$ 5,166,048
----	--	--	--	--	--------------

**Projected Bond Debt Service Coverage**

	FY18 Final	FY19 Final
38 <b>Net Income from Line 36</b>	<b>\$ 7,957,261</b>	<b>\$ 9,134,908</b>
39 Contribution to Athletics from CSL Model	3,645,974	3,645,974
40 Bond Payments	-	-
41 Surplus(Shortfall)	\$ 4,311,287	\$ 5,488,934
42 Stadium Donations from CSUF as needed	-	-
43 <b>Net</b>	<b>\$ 4,311,287</b>	<b>\$ 5,488,934</b>
44 Add'l Allocation to Athletics Ops	4,311,287	5,488,934
45 Allocation to Academic Operations	-	-
46 <b>Net Annual Increase (Decrease) Stadium Reserve**</b>	<b>-</b>	<b>-</b>
47 <b>Cumulative Stadium Reserve</b>	<b>-</b>	<b>-</b>

**Philanthropic Coverage**

	FY18 Final	FY19 Final
48 Prior FYE stadium capital cash	\$ 8,360,737	\$ 10,397,413
49 Current FY stadium capital pledge payments less naming rights	-	-
50 Use of stadium gifts to repay bonds (- line 42)	-	-
51 Net Stadium Cash gift available to service bonds at FYE	\$ 8,360,737	\$ 10,397,413
52	\$ 13,453,391	

\*\* Due to the Tax Cuts and Jobs Act of 2017 Premium and Priority seat donations are now held directly by the university rather than the CSU Foundation. Previous year pro formas only reflected the amount transferred from the CSU Foundation to the university. In order to adapt to the tax law change the FY 19 pro forma and future FY pro formas will reflect all Premium and Priority seat donations for that year.

**COLORADO STATE UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY  
CSU - PUEBLO | CSU - GLOBAL



# Section 13

## *Consent Agenda*

### **A. Colorado State University System**

Minutes of the May 7, 2019 Meeting and Committee Meetings  
 Minutes of the May 8, 2019 Meeting and Committee Meetings  
 Minutes of the June 12, 2019 Retreat  
 Minutes of the June 13, 2019 Retreat  
 Minutes of the June 14, 2019 Meeting, Committee Meetings and Retreat  
 Minutes of the July 29, 2019 Evaluation Committee Meeting

### **B. Colorado State University**

New Degree Programs: Carbon Management, Radiological and Nuclear Safety,  
 Advanced Silviculture for the Practicing Forester  
 Appendix 7 – Bullying in the Workplace  
 Section C.2.1.9.5 Standing Committees Members  
 Section D.2 University Committees of Faculty  
 Section E.9.2 Individual Faculty Workload  
 Section E.17 Renewal of Tenure Track Faculty  
 Section I.11 Students Called to Active Duty  
 Approval of Degree Candidates  
 Promotion and Tenure

### **C. Colorado State University-Pueblo**

Certificate Programs: Homeland Security Studies, NSA-CAE Certificate in Cyber  
 Security Defense, Recreation Leadership, Sustainability, Construction Manager,  
 Estimating & Planning Construction Costs, Advanced Construction Manager, Six  
 Sigma Green Belt, English, Railroad Engineering, Nurse Educator, Nursing Post-  
 Masters  
 Program Review Schedule 2019-2020  
 Approval of Degree Candidates

### **D. CSU-Global Campus**

Approval of Degree Candidates

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University  
May 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; Russell DeSalvo; Steven Gabel; Dean Singleton; Armando Valdez; 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; Wayne Hall, IT Manager; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

**Guests present:** Mohamed Abdelrahman, Provost, CSU-Pueblo; Kacie Adair, Student, CSU-Pueblo; Harriet Austin, Professor, Biological Sciences, CSU-Global Campus; Cal Bagley, CEMML, CSU; Amanda Brody; Stephanie Clemons, Professor, Design and Merchandising, CSU; Matthew Cranswick, Associate Professor, Chemistry, CSU-Pueblo; Sean Dexter, Electrical Supervisor, Facilities Management, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Joe Duda, Deputy State Forester, Colorado State Forest Service; Mark Gill, Chief of Staff, CSU; Fred Haberecht, Architecture, Facilities Management, CSU; John Hayes, Dean of the Warner College of Natural Resources, CSU; Kathleen Henry, President/CEO, CSURF; Margaret Henry, Treasurer, CSU System; 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; Nicole Hulet, Student, CSU-Global Campus; Nancy Hurt, Managing Director, REO, CSURF; Joyce McConnell, Incoming CSU President; Jannine Mohr, Deputy General Counsel, CSU; Cara Neth, Director, Presidential and Administrative Communications, CSU; Cheri O'Neill, President/CEO, CSU Foundation; Kathay Rennels, Associate Vice President, Office of Engagement-Extension, CSU; Rebekah Shardy; Aaron Sholders, Professor of Biochemistry and Molecular Biology, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Mark Stetter, Dean, College of Veterinary Medicine and Biological Sciences, CSU; Jason Warr, Associate Vice President of Finance and Compliance, CSU-Global Campus; Niki Whitaker, Chief of Staff, CSU-Pueblo; Reagan Waskom, Director, Colorado Water Center, CSU

During breakfast, Dr. Stetter welcomed the Board to the Translational Medicine Institute (TMI) and Mr. Haberecht provided an overview of the South Campus Master Plan. Ms. Johnson commented on the public-private partnership (P3) with Tetrad, who was selected through an RFP process, and the projects

that have been or will be developed through that partnership on the South Campus, such as TMI, and the Foothills Campus.

Chair Munn convened the meeting and asked General Counsel Johnson to administer the oaths of office to Governors DeSalvo and Valdez.

## **PUBLIC COMMENT**

Mses. Shardy and Brody commented on their concerns regarding the research testing that is being conducted on birds at CSU.

## **BOARD CHAIR'S AGENDA**

Chair Munn provided historical context of the annual Board of Governors Excellence in Undergraduate Teaching Award. Dr. Miranda introduced Dr. Aaron Sholders, the 2019 CSU faculty recipient of the award. Chair Munn presented the award to Dr. Sholders who expressed appreciation for the honor.

## **AUDIT AND FINANCE COMMITTEE**

Committee Chair Robbe Rhodes convened the meeting and asked Ms. Serrano for her report.

*Status of 2018-19 Audit Plan:* Ms. Serrano explained the report format was revised to present a clear visual on the status of the audits. Executive summaries for reports issued since the last meeting were provided in the meeting materials. The follow-up process has been completed to ensure the corrective actions on the eight recommendations for internal controls have been implemented for the CSU-Global Campus cloud computing audit. The CSU International Student Services audit to evaluate the financial provisions in the contractual agreements and the controls for the calculation and payment of contractual fees has been completed with no recommendations.

The CSU University Advancement special project for a limited review to evaluate certain financial and administrative policies, procedures, compliance, and internal controls was completed with six recommendations. The audit of the CSU on-campus programs for children related to special events was also completed with five recommendations to improve internal controls. A limited scope review of state travel cards at CSU-Pueblo was finished with a memo issued with no formal recommendations.

The audit of the operating agreements for CSU Research Foundation and CSU Foundation was recently completed with no recommendations in the report that was issued on a limited basis and the executive summary will be provided at the next meeting. The CSU-Pueblo AIS project has been completed with a report provided to management who is preparing the response. The CSU-Pueblo accounts receivable audit will be finished soon. Additional projects in progress with the timelines were listed in the written report; statements of work have been issued through internal service providers for a few of the projects. The third section of the report lists remaining audits not yet started.

*Past Due Recommendations:* There are no concerns with the nine overdue recommendations that include a new overdue recommendation for the CSU-Pueblo negative cash balances audit related to ongoing internal controls monitoring. A new controller has been hired and the university is in the process of restructuring and implementing the internal controls with implementation anticipated by the end of the calendar year.

*Approval of the FY 2019-20 Audit Plan:* Auditing standards require Internal Audit (IA) to submit for Board review and approval the annual audit plan that was prepared through a risk assessment in 100

different categories with collaboration of senior and operational management. In addition to the summary, detailed explanations were provided in the meeting materials on the projects selected. Specific audits wherein the risk has been mitigated through other means or the risk has been determined not to be as high as other areas across the CSU System (CSUS) have been removed rather than carried forward. With the upcoming relocation of CSU-Global Campus, the cyber security audit along with the testing of physical security controls for the cloud computing follow-up report will be moved to FY 2021. In addition to transition audits for units with new leadership, the audit plan contains assurance and compliance audits, and consulting engagements.

After summarizing the proposed projects, Ms. Serrano confirmed to the Board that IA functions independently from senior management as required by audit standards and submitted the FY 2019-20 audit plan for approval with no concerns about organizational independence. When asked about sufficient IA staffing and carryforward projects, Ms. Serrano responded mechanisms are in place to accommodate natural attrition that occurs and six external audit service vendors have been retained to minimize any disruptions in executing the audit plan. **Motion/Action:** Governor Syron moved to approve; Governor Jordan seconded; and the FY 2019-20 audit plan was approved unanimously.

*State Budget Update:* Mr. Sobanet reported there was a 13% increase for the FY 2020 higher education funding of which the CSUS will receive \$19.3 million with the stipulation of no increases in resident undergraduate tuition rates. In addition to the higher education funding, the CSUS will receive \$1.2 million for cyber security initiatives; CSU will receive \$3.8 million for state-funded controlled maintenance and \$13.5 million to complete Phase II of the Shepardson building renovation and addition; and CSU-Pueblo will receive \$1.6 million for state-funded controlled maintenance.

*FY 2019 3<sup>rd</sup> Quarter Financial Statement:* Quarterly financial statements with the variances were provided for the CSUS, Board, and each of the three institutions. CSU-Global Campus has managed expenses to adjust for the variance in revenue with no bottom line impact.

*CSU-Pueblo Business and Financial Services Update:* Most of the recommendations and actions relative to the IA audit findings have been implemented. In the future, the update will be incorporated as background for Dr. Mottet's presidential reports.

*Adoption of FY 2020 E&G Incremental Budget, Tuition, Fees, and Other Schedules and Policies:* Mr. Sobanet noted there are high level policy decisions that are made internally based upon projected tuition revenues to develop the institutional incremental budgets. The Board is required by the bylaws to approve the budget; by state statute to approve tuition and tuition differentials; and by CCHE policy to approve the student fees, technology fees and manuals, and housing and dining rates.

Dr. Frank provided an overview of the internal process to develop the incremental E&G budgets that support the core educational missions of the institutions. He commented on how the related fees and charges are approved through a variety of committee structures, including student-run processes to determine the mandatory student fees with certification by the student senate. Additionally, proposals on investments for campus mental health issues, such as student suicides, have been received from the campuses and a detailed presentation will be made at the August meeting.

Colorado State University: Ms. Johnson pointed out the 4% salary increase for faculty and administrative professionals to begin addressing the rising cost of living. Other impacts on the proposed budget are the increase in the state minimum wage to \$12; the living wage initiative instituted last year; and the implementation of a \$12.25/semester student-supported fee for an addition to the Lory Student Center for the Adult Learner and Veterans Services (ALVS) unit. Based upon a question on the increased minimum wage, Ms. Johnson responded the number of hours worked by students would not decrease in order to

deliver services. Governor Syron shared the reasoning and process to arrive at the 3% increase in student fees for mandatory costs; the funding for the ALVS expansion; and funding for a new program coordinator for the Ram Ride and investment in a new Ram Ride app.

CSU-Pueblo: Mr. Spiecker reported the enrollment projections have been updated with an anticipated 2% decline compared to the previous prediction of 3.2% decline. Other highlights noted were the adjustment made for one-time funds used to balance the current budget; the reduction in the cost of institutionalizing new academic programs through a \$300,000 grant from the Parkview Hospital for the Nursing program; and identification of \$1.9 million of ongoing base reductions. Responding to a question, he confirmed the faculty and staff compensation increase will be 3%.

CSU-Global Campus: Based on current enrollment trends, Mr. Warr reported that \$94.5 million in operating revenues are projected for the current fiscal year-end with \$28.1 million in operating income and 30% operating margin. For FY 2020, tuition rates will remain the same with no fees. New enrollment is projected at 12,600 students with a 16% increase in operating revenues, a 32% operating margin, and \$34.6 million in operating income. On the expense side, increases are projected as follows: 17% for instruction costs with the planned growth; 6% in academic support since 2.0 curriculum initiatives will be completed; 12% for student services with the enrollment growth; and 14% in institutional support with the relocation of the offices.

Dr. Takeda-Tinker commented on the challenges in retaining students in a thriving market and the difficulties of recruiting enrollment counselors in a tight labor market. Dr. Frank remarked on how the primary use of net revenues for CSU-Global Campus at the end of the fiscal year are for reinvestments to meet institutional needs with remaining funds designated for the reserves to underpin the financial sustainability of the university and for investments designated in the Board priorities.

CSU System: Dr. Frank remarked on how the one-time increases and the base increases are appropriate and noted the CSUS will still be operating on a relatively low budget for a higher education system.

With no further questions, Committee Chair Robbe Rhodes asked for a motion to approve the FY 2020 budgets. **Motion/Action:** Chair Munn made the motion; Vice Chair Tuor seconded and the motion carried unanimously.

*Approval of FY 20-21 Combined Capital Construction Priority List:* Mr. Sobanet provided information on the process and reviewed the top four priorities to be submitted. The list also includes the National Western Center (NWC) Certificate of Participation (COP) payment that is paid separately by the state through a statutory provision enacted in 2015. **Motion/Action:** Governor Valdez moved to approve; Governor Lenk seconded; and the motion carried unanimously.

*Action on CSU Football Game Day Parking Plan:* Dr. Frank commented on the statutory requirement for Board approval of parking fees and structure. Ms. Johnson explained the current game day parking process and the proposal to institute new parking restrictions and fines. Governor Syron remarked on the improved communications and concurred with the proposed changes. **Motion/Action:** Governor Tuor made the motion; Governor DeSalvo seconded; and the motion carried unanimously.

*Approval of CSU Foothills Campus Parking Plan:* Ms. Johnson explained the approval sought is to move forward with creating a managed parking plan and described the safety and other issues that currently exist. The intent is to move forward with the development of the plan to be presented next year and no fees are being brought forward at this time. **Motion/Action:** Governor Valdez moved to approve; Governor Tuor seconded; and the action passed unanimously.

*CSUS Treasury Update:* Ms. M. Henry summarized the investment policy objectives and the tiered investment structure. As of March 31, 2019, there was \$642 million in the operating portfolio of which there was \$224.8 million in the Tier 3 that is composed of 60% equity and 40% fixed income funds. A manager has been selected for the Tier 2 investments that will be funded by June 30<sup>th</sup> in the amount of \$55 million that currently resides in Tier 1. Bank New York Mellon has been selected as the custodian bank. Per the investment policy, the cash balances and asset allocations are reviewed on an annual basis. The Investment Advisory Committee (IAC) recently completed the annual review and is recommending re-allocating \$30 million to \$60 million from Tier 1 to Tier 3 after cash balances are verified at the end of July.

Mr. Sobanet commended Ms. M. Henry and the IAC that is composed of highly skilled financial professionals for their work. Committee Chair Robbe Rhodes echoed the words of appreciation.

*Approval of Sixteenth Supplemental Bond Resolution:* Ms. M. Henry reported the total for the projects to be funded that have been approved by the Board, with the exception of the CSU GeoExchange System project that will be brought forward for approval later at this meeting, is \$64.7 million, and state-intercept approval has been received. The resolution authorizes the CFO to execute the bond documents and sets specific parameters for the issuance. The intent is to issue the bonds by late fall 2019. **Motion/Action:** Governor Valdez made the motion; Governor Syron seconded; and the motion passed unanimously.

*Approval of the First Amendment to Twelfth Supplemental Resolution:* Ms. M. Henry explained the initial resolution authorized a \$50 million Commercial Paper Program (CPP), backed by self-liquidity, to bridge fund some projects wherein construction has commenced and the projects are to be paid for primarily by gifts that will be received over time. Currently there is \$46.2 million in commercial paper notes outstanding, and the resolution is to authorize a \$25 million increase for a total \$75 million CPP. By using the CPP and extending out the issuance date, there will be substantial interest savings in the current low interest environment. **Motion/Action:** Governor Singleton made the motion to approve; Governor Syron seconded; and the motion carried unanimously.

*Approval of the First Amendment to Fifteenth Supplemental Resolution:* Ms. M. Henry reported the original resolution allows for refunding commercial paper notes with long-term debt which has not yet been necessary. There is a 12-month shelf-life for the resolution that necessitates annual re-authorization. Ms. Johnson pointed out this will be an annual housekeeping item. Since there are other annual housekeeping matters, i.e., CSURF line of credit, Dr. Frank suggested the timing in the annual cycle be adjusted for all such matters to be addressed in the same meeting. **Motion/Action:** Governor Tuor moved to approve; Governor Syron seconded; and the motion passed unanimously.

Mr. Sobanet remarked that the state is leading an effort to review the funding model for how the General Fund is distributed to schools. The CSUS is working with the CDHE to understand the parameters of the investigation and the Board will be kept informed. Per the Board's request, in-depth content presentations on revenues and expenses for the different campuses and demographic projections that will impact future enrollment are being prepared for the retreat. With the conclusion of the committee meeting, the Board recessed for a break at 10:43 a.m. and reconvened at 10:50 a.m.

## CSU-PUEBLO REPORTS

*Student Report:* Governor Taylor recapped the new traditions implemented during the past year that include the Pack Kick-Off, Tundra's Tailgate, and the Winter Wonderland. He commented on the importance of traditions to engage students and to provide a positive environment. At Governor Taylor's request, the incoming student representative, Ms. Kacie Adair, introduced herself and shared key components for initiatives to be implemented during the summer and fall.

*Faculty Report:* Governor Belpert summarized the work of the Faculty Senate during the past year that resulted in revisions to policies, the faculty handbook, and the certificate program processes, and an increased number of summer course offerings. More than 150 students participated in the student research symposium held in April with involvement by local community and statewide employers. Faculty have also been working on the visioning process to ensure alignment with the ten initiatives. Meetings have been held with faculty by the President and Provost to ease anxiety over the voluntary and involuntary separations that have occurred to align the finances. Governor Belpert announced her new assignment as the Acting Director of Graduate Studies and noted she would not be representing the faculty on the Board next year. She introduced next year's faculty representative, Mr. Cranswick, who shared his background.

*President's Report:* Dr. Mottet commented on the annual report of the Institute for Cannabis Research and the 2018 CSU-Pueblo financial report that were distributed.

Vision 2028 Update: Dr. Frank recalled the implementation of the Board-approved CSU-Pueblo financial sustainability plan several years ago to decrease expenses and increase revenues in order to balance the budget. Challenges for expenses include the unsustainable long-term debt related to a dormitory project and the campus infrastructure. Efforts to increase revenue include investments in new academic programs to increase enrollment. Commenting on potential long-term revenue through one-time investments and the challenges for regional comprehensive universities, Dr. Frank commended Dr. Mottet and the campus leadership for undertaking a visioning process with strategic pathways to operationalize the investments through increased revenues and decreased expenses. The visioning process involves inventing new approaches and identifying areas of excellence based upon the foundational elements of fit with the role and mission, and the strengths of the institution aligned to student demand. The next steps in the process are to examine the investments needed to drive the revenues.

Dr. Mottet indicated the focus of the visioning update would be on campus sustainability and the investment opportunities to move the process forward from conceptualization to operationalization. He recounted the steps in the visioning process that have occurred during the past year and acknowledged the work of Dr. Souder Hodge and her team, composed of a cross-functional group, and the support of the campus leadership. Research was provided to support the rationale and budgets for each of the initiatives to be presented.

Dr. Mottet set the context by reviewing the metrics identified to become the People's University by 2028 and the pathways to achievement through increased capacity and creation of a culture of trust. He examined the likelihood for success and the current state of the university with comparisons to peer institutions on the four drivers and the current enrollment, housing, capacity and goals.

Dr. Souder Hodge examined the university's future state through alignment with the four key drivers. She described the seven initiatives of a new financial aid model; athletics; the university tracks centers which have already been established in two local school districts; a new advising model; expanded services in the Colorado Springs market based upon existing services; leveraging and expanding the adult learning program; and the redesign of the general education and capstone curricula. Details on initiatives eight through ten for professional learning spaces, a downtown presence, and a CSU-Pueblo Professional through graduate course offerings were previously provided and are also in process.

Dr. Mottet commented on the importance of good learning and support systems; the basic processes to improve the infrastructure to achieve the metrics; and adapting the curriculum as new programs are brought onboard. The initiatives are aligned with CSUS goals and intended to strengthen the CSUS. The overall goal is to achieve financial sustainability for the university by 2028. The CSU-Pueblo Foundation has initiated a \$50 million campaign that will be publicly launched at the upcoming President's Gala.



Additionally, the university plans to procure \$16 million through external funding, largely through grant applications based upon the Hispanic Serving Institution (HSI) designation; \$13 million was received through grants in the past four years. To fully execute Vision 2028, \$34 million in additional support is being sought over a five-year period.

Dr. Souder Hodge explained that each initiative is based upon research built around five-year plans and will require rethinking on how the work is done in order to achieve the bold vision through innovation and leveraging of resources and expertise. A video was shared that described what CSU-Pueblo is envisioned to be in 2028 with implementation of the ten initiatives.

The meeting then recessed for lunch at 11:50 a.m. with a presentation on the TMI Building followed by a tour and video. The meeting resumed at 1:04 p.m. for continuation of the Vision 2028 presentation.

Dr. Mottet remarked that the next steps are to prepare the pro forma for expenses, revenue, and ROIs for each of the initiatives. Discussion followed on the new financial aid model and the prior learning assessment that is geared towards the adult learning program; the path to success through differentiation; timing and organizational capacity; the management process for each of the initiatives with benchmarks; the geographical connections to and engagement with the local community; organizational culture and development of the ecosystem through the implementation of the initiatives; and infrastructure needs. At the August meeting, more detailed financial details on the initiatives will be presented.

## **COLORADO STATE UNIVERSITY CAMPUS REPORTS**

*Student Report:* Governor Syron highlighted the progress on the ASCSU initiatives undertaken during the past year, i.e., U+2 and housing affordability for students; same day party registration; noise tickets and restorative justice; and a notes bank with assistance. The ASCSU website was updated and the links are now fully operational. A resolution to commemorate Dr. Frank's service during the past ten years will be presented on the ASCSU Senate floor with the expectation of passage. Governor Syron expressed his appreciation for the opportunity to serve on the Board. Vice Chair Tuor thanked Governor Syron for his service on the CSU Presidential Search Advisory Committee.

*Faculty Report:* Governor Lenk acknowledged the work of the ASCSU and thanked the Board and senior leadership for the faculty engagement during the past year and the improved collaboration between the campuses. The written report provided highlights of the Faculty Council's work, including the progress made on the non-tenure-track faculty contracts, rank, promotion, and professional development. Governor Lenk then introduced Ms. Clemons, the incoming faculty representative, who shared her background. Vice Chair Tuor thanked Governor Lenk for her service on the CSU Presidential Search Advisory Committee.

*President's Report:* Dr. Frank highlighted from the written report several awards and achievements that recognize the quality of the faculty, programs, and research at CSU, and the results of the annual county commissioners survey for CSU Extension.

2019 Ram Pride Service Award: Dr. Frank presented the award to Adam Cline, Sam Nye, and Austin Sodorff of the Center for Environmental Management of Military Lands (CEMML) for their heroic actions taken that were outside their normal routines at the Joint Base Elmendorf-Richardson in Alaska. The award was accepted on their behalf by their supervisor, Mr. Cal Bagley.

Colorado Water Center (CWC) Presentation: Dr. Frank introduced Mr. Reagan Waskom, the Director of the CWC. With the merger of the CWC and the Colorado Water Institute, Mr. Waskom reported the CWC has been working on a rebranding exercise. He remarked on the background, history, and mission

of the CWC; educational opportunities and research conducted; engagement and outreach efforts; the collaboration across the campus and with other partners outside of CSU; and the staff and budget.

Colorado State Forest Service (CSFS) Presentation: Dr. Frank introduced Dr. John Hayes, Dean of the Warner College of Natural Resources. Dr. Hayes explained how the CSFS is embedded within the college that has six major centers, institutes, and programs, and shared some of the accomplishments for each of these units. Initiatives are being undertaken to integrate across the centers and programs to increase value through additional benefits and strengths. Examples provided on these efforts include a new CSFC internship program developed to provide forestry students high-impact experiences that assist the CSFS with its mission, and a new, fully online graduate certificate program to be launched in fall 2019 that has been developed to target specific needs with advanced educational opportunities for a broader audience. Dr. Hayes then introduced Mr. Joe Duda, the Deputy State Forester.

Mr. Duda explained how the CSFS dovetails with CSU's land grant mission of teaching, research, service, and extension. The CSFS works in all types of forest environments through 19 field offices and operates on \$14.5 million budget with funding from federal grants, the state General Fund, and self-funded activities. He described challenges for the CSFS; the 2016 reorganization with an updated strategic plan to operate more effectively; and the core and prioritized functions. Dr. Frank highlighted that the CWC, CSFS, the Ag Experiment Station and Extension are programs representing separate state agencies and were in the fee for service contract which has evolved into specialty education program (SEP) funding.

## **CSU-GLOBAL CAMPUS REPORTS**

*Student Report:* Governor Axelson commented on the importance of strategic integration of leadership development with career development. She expressed appreciation for the opportunity to serve on the Board during the past year that has provided opportunities for strategic planning, financial budgeting, audit compliance oversight, customer evaluation, problem solving, and critical decision-making.

*Faculty Report:* Governor Smith indicated his report would stand as submitted and conveyed appreciation for the opportunity to serve on the Board. A video was shared that expanded upon the written report to explain the importance of soft skills and the efforts undertaken to embed these skills into the general education courses.

*President's Report:* Dr. Takeda-Tinker thanked Governors Axelson and Smith for their service. She also acknowledged the support of Dr. Frank and the Board as the university moved forward with the implementation of the 2.0 strategic plan with aggressive changes to meet the challenges and needs of current and future students through online education during a period of increased competition, full employment, and a prevalence of technology.

A video on the implementation of the final 2.0 strategies was shared to illustrate how the initiatives expanded communication and outreach to build strong student relationships; differentiated the campus from other online programs; trained staff to meet the needs of a new generation; improved marketing; redesigned the website using analytics and feedback from internal and external stakeholders; created leadership positions with specific industry expertise; established more effective enrollment with improved ability to scale; transformed student support and career services; and implemented new technology tools. The new Cloud-based model utilizes strategies that support the three main pillars of governance, expertise and quality service to meet the needs of modern learners. In celebration of the brand imagery, tone and messaging through the implementation of 2.0, a new brand mark was unveiled to represent the university's heritage, the care for students to assist with overcoming challenges, and clarification of who the university is as a Colorado public higher education provider.

Following the video, Dr. Takeda-Tinker invited Board members to participate in the June 1<sup>st</sup> graduation at the 1stBank Center in Broomfield. There will be approximately 10,000 attendees with 1,000 graduating students crossing the stage.

## EXECUTIVE SESSION

Chair Munn indicated the meeting would convene in executive session for the Real Estate/Facilities Committee and the general executive session following a short break. General Counsel Johnson read the meeting into executive session for the purposes of discussing purchase or sale of property; consideration of awarding honorary degrees or naming of buildings; matters concerning trade secrets; privileged and confidential data furnished by and obtained from an outside source; and to receive the litigation report and legal advice, all confidential as set forth in the meeting notice. **Motion/Action:** Vice Chair Tuor moved to convene in executive session; Governor Valdez seconded; and the motion carried unanimously. The meeting recessed at 2:40 p.m. and then convened in executive session at 2:54 p.m. The meeting reconvened in open session at 4:16 p.m.

## REAL ESTATE/FACILITIES COMMITTEE

Chair Munn reported several action items related to the committee's work were discussed in the executive session for the Board's consideration.

*Approval of CSU Program Plan for the CSU GeoExchange System:* Chair Munn asked for a motion to approve. **Motion/Action:** Governor Robbe Rhodes moved; Vice Chair Tuor seconded, and the motion carried unanimously.

*Approval of the CSU Program Plan for the CU-CSU Medical School Branch:* Chair Munn asked for a motion to approve. **Motion/Action:** Vice Chair Tuor moved; Governor Jordan seconded; and the motion carried unanimously.

*Approval of Acquisition of Land on Shields and Lake Streets from the CSU Research Foundation:* Chair Munn asked for a motion to approve. **Motion/Action:** Governor Robbe Rhodes moved; Governor Gabel seconded; and the motion carried unanimously.

*Approval of Sale of Land, Under Exclusive Purchase Option Agreement, Located in Gunnison, Colorado, to the Gunnison Valley Housing Foundation:* Chair Munn asked for a motion to approve. **Motion/Action:** Governor Singleton moved; Governor Valdez seconded; and the motion carried unanimously.

*Approval of Long-Term Lease of Office Space for the CSU System Office:* Chair Munn asked for a motion to approve. **Motion/Action:** Governor Syron moved; Governor Jordan seconded; and the motion carried unanimously.

## EVALUATION COMMITTEE

Chair Munn indicated the remainder of the day's meeting would be in executive session for the Evaluation Committee. General Counsel Johnson read the meeting into executive session for the purposes of evaluating professional staff and to receive legal advice, all confidential as set forth in the meeting notice. **Motion/Action:** Governor Gabel moved to convene in executive session; Vice Chair Tuor seconded; and the motion carried unanimously. The executive session convened at 4:20 p.m. and then the meeting was concluded at 5:03 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM MEETING  
Colorado State University  
May 8, 2019**

**CALL TO ORDER**

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

**ROLL**

**Governors present:** D. Rico Munn, Chair; Nancy Tuor, Vice Chair; Jane Robbe Rhodes, Treasurer; Kim Jordan, Secretary; Russell DeSalvo; Steven Gabel; Dean Singleton (by phone); Armando Valdez; 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; Wayne Hall, IT Manager; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel

**Guests present:** Mohamed Abdelrahman, Provost, CSU-Pueblo; Kacie Adair, Student, CSU-Pueblo; Pat Burns, Vice President for Information Technology, CSU; Matthew Cranswick, Associate Professor, Chemistry, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mike Feeley, Brownstein Hyatt Farber Schreck; Karen Ferguson, Provost and Vice President of Strategic Innovation, CSU-Global Campus; Mark Gill, Chief of Staff, CSU; Kathleen Henry, President/CEO, CSURF; Donna Souder Hodge, 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; Nicole Hulet, Student, CSU-Global Campus; Joyce McConnell, Incoming CSU President; Jannine Mohr, Deputy General Counsel, CSU; Cara Neth, Director, Presidential and Administrative Communications, CSU; Cheri O'Neill, President/CEO, CSU Foundation; Kathay Rennels, Associate Vice President, Office of Engagement-Extension, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Mark Stetter, Dean, College of Veterinary Medicine and Biological Sciences, CSU; Niki Whitaker, Chief of Staff, CSU-Pueblo

Chair Munn called the meeting to order and reviewed the work accomplished the previous day.

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Committee Chair Jordan convened the meeting and asked Dr. Miranda to review the action items that are on the consent agenda for approval.

*CSU Professional Science Master's in Biomanufacturing and Biotechnology:* Dr. Miranda explained the Professional Science Master's is a special master's degree with a trademarked name that combines a science disciplinary field with management and business courses for a particular profession that may not require solely technical skills; there is a national organization that oversees usage of the terminology. The proposed new degree program will be offered through the CSU Dept. of Chemical and Biological Engineering in the Walter Scott, Jr. College of Engineering.

*CSU-Global Campus Graduate Certificate and Master of Science in Artificial Intelligence and Machine Learning:* The proposed new programs will enable students to work in programming and in a variety of application areas. Board approval of certificate programs is required in order for students to be eligible for federal financial aid.

*CSU-Pueblo Bachelor of Science in Interdisciplinary Studies:* The new general, liberal arts-style degree program is adult learner-focused with online delivery and will combine two or more disciplines into a major.

*CSU Faculty Manual Changes:*

- Section E.6: Revisions are minor cleanups of language to conform to new non-tenure track faculty revisions installed over the last few years and clarify the appeal option for termination of contracts.
- Section E.11.1: The revision clarifies the right to appeal the termination of a contract and the notification process.
- Section E.12.1: The revisions mandate that departments establish criteria for evaluation of teaching and advising that is not judged solely on the basis of student course surveys, and clarify the nature and value of student feedback.
- Section E.16: The changes establish a process for tenure-track terminations.
- Section I.8: The modifications clarify the routing and appropriate use of student course surveys.

*CSU Emeritus Rank Designations Report:* The authority to approve the rank of emeritus has been delegated to the campus presidents and includes the ability to grant such status to administrative professional employees who have provided extraordinary service. There were 29 individuals approved in AY 2018-19 that includes several former faculty representatives to the Board.

*CSU Sabbatical Revisions:* The report lists the revisions to sabbatical leaves granted for AY 2019-20; revisions are requested for a variety of reasons.

*CSU Degree Name Change:* The change of the recently approved Doctor of Systems Engineering degree program to Doctor of Engineering in Systems Engineering has been made to more accurately align with industry standards.

*Collaboration Campus in Castle Rock:* The first academic program to be offered by CSU in collaboration with the Arapahoe Community College will be a 2+2 bachelor's degree program in Business Administration, Accounting Concentration, starting in fall 2019. The new collaboration campus will create a connection to the Extension Office in Douglas County. CSU-Pueblo is also exploring program opportunities. Dr. Lenk commented on leveraging the partnership with Arapahoe Community College and distance learning, and explained how new technologies will allow real time classroom interaction between students in Castle Rock and Fort Collins.

*CSU-Pueblo AY 2019-20 Accreditation Schedule:* Dr. Miranda explained how accreditations are offered at two levels: the overall campus accreditation from the national accrediting body, the Higher Learning Commission (HLC), and accreditation by professional organizations for specific disciplines.

*Textbook Savings Presentation:* The presentation is a follow-up to the February presentation on the value of open educational resources (OER).

Colorado State University: Dr. Miranda reviewed activities that provide textbook savings for students, i.e., an Inclusive Access Initiative with low-cost e-texts for course participants; online texts available through the Unizin consortium membership utilizing the Engage platform; and two OER projects through the Digital Learning Initiatives. Savings for students are estimated to be \$4 million for the past academic year.

CSU-Pueblo: Recent efforts include an OER pilot project for specific disciplines that generated \$29,000 in savings for students in seven classes in one year. An application has been submitted for state funds to make the campus a Default OER (DOER) with two main initiatives for an estimated savings of \$152,000 and \$300,000, respectively.

CSU-Global Campus: The textbook philosophy is embedded in the digital learning platform and course materials with policy requirements to keep the average textbook cost per course below \$150. The Digital Day One Access to e-books is available in over 200 courses with annual projected savings of \$4 million. OER is offered through 24 courses including 100% of the general education courses for an annual savings of approximately \$681,000. Discussion followed on responses from textbook publishers with distribution of e-books; sustainability; partial coverage of textbook costs through financial aid and scholarship policies; and evolution of course materials to interactive and adaptive modalities, including virtual reality.

*Service Learning Presentation:* Dr. Miranda recalled the February presentation on student learning outcomes and indicated this presentation would take a closer examination of experiences and mechanisms that prepare students for post-graduation. He reviewed the key features and benefits of service learning that can be either curricular or co-curricular with meaningful engagement and academic reflection on the experience. Through research, numerous positive outcomes associated with service learning have been identified for behavior, skills, and academic achievement.

Colorado State University: Dr. Miranda provided examples of the signature co-curricular programs, i.e., SLiCE; key communities; special key communities organized around specific themes or learning activities; key service communities; campus connections programs; and the Center for Public Deliberation. Annually over 3,500 students engage in academic service learning through 140 total unique academic service learning courses; 650 key community students perform a variety of service projects with 114 participating in key service projects.

CSU-Global Campus: Dr. Ferguson explained service learning opportunities are aligned with the university's mission to provide access to education for workplace success and allow students to apply knowledge and develop skills in a real world context with a balanced, integrated approach in the curriculum. Examples provided for the embedded service learning were the Executive Express Path in the organizational leadership program, and the BS in Human Services that is focused on specific areas with the experience culminating towards the capstone. There are also options outside of the integrated approach, i.e., internships, micro internships, and peer mentoring. To ensure the alignment between the program learning outcomes and the service learning experience, an outline of the opportunity is generated through discussion between the student and faculty member, and then reviewed by the program chair.

CSU-Pueblo: Dr. Abdelrahman remarked that the quality initiative for the most recent HLC accreditation was focused on experiential learning that fits within the definition of service learning. Examples were provided for the service learning opportunities integrated into special programs and curriculum, i.e., the Honors Program and the President's Leadership Program; the Teacher Education Program; a variety of programs for engineering students; and the CSU Todos Santos Center. Examples were also provided for opportunities outside formal programs with the integration of curricular and co-curricular activities within Student Affairs, Resident Life and Housing, the Music Dept., student organizations, and athletics. Activities also evolve through student volunteers working with faculty, such as through the Think Tank Lab in the Dept. of Psychology.

Dr. Miranda commented on the importance of collaboration with Student Affairs colleagues and acknowledged the work of Dr. Hughes, the CSU Vice President of Student Affairs. The integration between the curricular and co-curricular activities is essential for all three campuses.

## STRATEGIC MAPPING UPDATE

Ms. Parsons reviewed the draft agenda for the June Board retreat that will be focused on finances and the national landscape for higher education; CSUS strategic initiatives and priorities; and the National Western Center (NWC). The retreat will be held at Gaylord of the Rockies. An overview was provided on the National Western Center organizational structure, partners and committees; and the CSU NWC team responsible for the design and construction, and program development of the three CSU buildings that will be constructed during the first two phases of the project. A site visit will be conducted during the June retreat. The CSU NWC team has been actively working with the surrounding neighborhoods to understand how CSU can add value, create partnerships, and engage the community. Details were provided on the foundational components and activities of an MOU with Bruce Randolph School and a new Youth Action Coalition that is being established. A fly-through video on the NWC was then viewed. The meeting then recessed for a break at 10:35 a.m. and reconvened at 10:43 a.m.

## CHANCELLOR'S REPORT

*Legislative Update*: Dr. Frank indicated the written report would stand as submitted and asked Mr. Feeley to present an update on state governmental affairs. Mr. Feeley commented on the confirmations of Governors DeSalvo and Valdez and noted a report on the state budget had already been presented. The Capital Development Committee approved funding for the final issuance of bonding for the National Western Center, phase 2 of the CSU Shepardson building, and \$2.5 million for controlled maintenance. Mr. Feeley commented on several bills that were passed with potential impacts for the CSUS which included SB194 that added CSU-Global Campus to the list of higher education institutions eligible for tuition assistance for members of the National Guard. He concluded the report by reviewing the annual CSUS legislative review process and answered questions on specific legislation. At the federal level, Ms. Parsons indicated actions that are potentially forthcoming are the higher education reauthorization and DACA.

*Approval of Revisions to the CSU and CSU-Pueblo Naming Policies*: General Counsel Johnson explained the Board has authority for approval of the namings of administrative units, facilities, and campus spaces. The policies were updated in 2013 and the revised policies have minor updates. **Motion/Action**: Governor Robbe Rhodes moved to approve; Governor Syron seconded; and the motion carried unanimously.

*Approval of Acceptance of Gifts and Namings at CSU*: General Counsel Johnson reviewed the three naming resolutions discussed in executive session for the barn within the College of Agricultural Sciences; the Agricultural Sciences Building within the College of Agricultural Sciences; and the Imaging

Center with the College of Veterinary Medicine and Biomedical Sciences. Chair Munn indicated action would be taken on all three matters with one motion. **Motion/Action:** Vice Chair Tuor moved to approve; Governor Gabel seconded; and the motion carried unanimously.

*Joint Technology Initiatives:* Dr. Frank asked Mr. Burns, who will be transitioning to the role of CSUS CIO, to comment on the IT initiatives emanating from the Joint Technology Committee of the General Assembly. Mr. Burns also provided a status update on the joint Banner student information system project at CSU and CSU-Pueblo as part of the process to consolidate back-end services to create more efficiencies and effectiveness. The project is on-time and under budget currently with the hardware and databases operational. Staff are working on the data conversion, security, integration, and technical planning, and future updates will be provided. Additional back-end services are under consideration to improve efficiencies for financial aid, state and federal reporting, tuition processing, and payroll systems.

*Recognition of Outgoing Chair:* Drs. Frank, Takeda-Tinker and Mottet thanked Chair Munn for his leadership over the past two years and presented gifts of appreciation.

### **APPROVAL OF CONSENT AGENDA**

Chair Munn confirmed the consent agenda items and asked for a motion to approve. **Motion/Action:** Governor Valdez made the motion; Governor Syron seconded; and the motion passed unanimously.

### **RECOGNITION OF OUTGOING CAMPUS REPRESENTATIVES**

Chair Munn thanked Governors Syron, Taylor, Belport, Axelson, Smith and Lenk for their service and presented gifts of appreciation. He welcomed the new campus representatives of whom several were introduced the previous day and asked Ms. Hulet, the incoming CSU-Global Campus student representative, to introduce herself.

### **ELECTION OF OFFICERS**

Chair Munn expressed his appreciation for the opportunity to serve as Chair. In accordance with the bylaws, he asked for a motion to accept the following slate of new officers: Governor Tuor, Chair; Governor Robbe Rhodes, Vice Chair; Governor Singleton, Secretary; and Governor Jordan, Treasurer. **Motion/Action:** Governor Gabel moved; Governor DeSalvo seconded; and the motion carried unanimously.

### **COMMITTEE ASSIGNMENTS**

Newly-elected Chair Tuor explained there are specific committee assignments for each member and noted the Board generally operates as a committee of the whole. The committee assignments list was distributed that identified the committee chairs as follows: Governor Robbe Rhodes, Evaluation; Governor Singleton, Academic and Student Affairs; Governor Jordan, Audit and Finance; Governor Gabel, Real Estate/Facilities. The list also identified designated liaisons with the foundations and other special purpose activities.

### **ADJOURNMENT**

Chair Munn noted there was an optional South Campus tour at the conclusion of the meeting and thanked the CSU staff for their assistance with the meeting. With no further business to come before the Board, the meeting adjourned at 11:35 a.m.



**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
Gaylord of the Rockies, Aurora, Colorado  
June 12, 2019**

**CALL TO ORDER**

Chair Tuor called the retreat to order at 2:12 p.m.

**ROLL**

**Governors present:** Nancy Tuor, Chair; Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer; Dean Singleton, Secretary; Steven Gabel; William Mosher; D. Rico Munn; Armando Valdez; Kacie Adair, Student Representative, CSU-Pueblo; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Matthew Cranswick, Faculty 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

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

**Staff and Guests present:** J.J. Ament, CEO, Metro Denver Economic Corporation; Sue Doe, Substitute Faculty Representative, CSU; Joyce McConnell, Incoming President, CSU; Cara Neth, Director of Executive Communications, Chancellor's Office, CSU System

Chair Tuor convened the retreat and asked Dr. Frank to begin his remarks. Dr. Frank introduced Ms. Neth and then asked General Counsel Johnson to administer the oaths of office to the new faculty and student representatives.

*Retreat Overview:* Dr. Frank recalled the work of previous retreats and reviewed the agenda. The overall theme of this retreat would be a status check on key factors impacting the CSU System (CSUS) finances, i.e., demographics and student enrollment, the Colorado economy, and CSUS strategic initiatives with a focus on the National Western Center (NWC).

*Board Training:* General Counsel Johnson conducted the annual training for the Board in accordance with House Bill 18-1198. He reviewed the requirements under HB 18-1198 related to board training and best practices, and explained how the Board is compliant through its written by-laws and policies, and annual training as delineated in CSUS Board Policy 130. General Counsel Johnson reviewed and discussed the training topics set forth in HB18-1198. Board legislative authority is defined in the Colorado Constitution and in specific enabling legislation. Board conflict of interest management is addressed in both the bylaws and CSUS Board Policy 108. Other key areas reviewed were financial oversight, the Board's obligations under the Colorado Open Meetings Law and the Colorado Open Records Act, as well as staff roles and responsibilities with annual performance review of senior management and appointees.

*CSUS Big Picture Budget Information:* Mr. Sobanet provided an historical overview of the state General Fund that provides support to CSU and CSU-Pueblo; the performance funding model implemented in

2014; and the reduction in state support that has resulted in higher resident tuition rates with a larger portion paid by the students. Discussion followed on the performance funding model with the formula suspended for the current year due to a 13% increase in higher education support.

Mr. Sobanet reviewed the headcount growth, revenue sources, and the operating and non-operating revenues and expenditures for each of three campuses. Discussion was held on the costs to students; creating efficiencies in higher education; uncontrollable expenditures related to post-retirement benefits; scholarships and financial aid; the annual financial accountability report; and availability of financial data in a consistent format. The retreat recessed for a break at 3:31 p.m. and reconvened at 3:44 p.m.

*Current Economic Outlook for Colorado:* Mr. Sobanet described the current state and national population composition, and the projected changes in demographics; potential impacts on enrollment with lower birth rates during the recession; the obligations of the Colorado General Fund; and the impacts of the economy and funding restraints, such as TABOR, on the General Fund. Nationally, the percentage of enrolled 18 to 24-year olds grew from 1970 to 2017. While enrollment growth is expected to flatten nationally over the next five years and then decline for a period of time, the outlook for Colorado is relatively positive. Mr. Sobanet then introduced Mr. Ament of the Metro Denver Economic Development Corporation (MDEDC).

Mr. Ament explained the role and composition of the MDEDC, and commented on the positive economic development and regional forecast for Metro Denver. Following a MDEDC promotional video, Mr. Ament expanded on the brands of the MDEDC and the nine regional industry talent clusters, and commented on the importance of the relocation of Fortune 500 headquarters to the region. Following a proprietary video developed for Amazon, data and trends were provided for Colorado, i.e., number of college graduates; potential jobs by county; the expanding labor force with 20% greater participation than the nation; anticipated population growth; and the strong economy with no indication of an impending recession.

Conversation was held on the gaps, talent pipeline, and types of education needed to meet industry needs; the impact of immigration; rising housing costs; investments needed for infrastructure and transportation; student debt level and no degree attainment; lifelong learning; and support for first generation students. The retreat then concluded for the day at 5:07 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM RETREAT  
Gaylord of the Rockies, Aurora, Colorado  
June 13, 2019**

**CALL TO ORDER**

Chair Tuor called the retreat to order at 9:02 a.m.

**ROLL**

**Governors present:** Nancy Tuor, Chair; Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer; Dean Singleton, Secretary; Russell DeSalvo; Steven Gabel; William Mosher; D. Rico Munn; Armando Valdez; Kacie Adair, Student Representative, CSU-Pueblo; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Matthew Cranswick, Faculty 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

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

**Staff and Guests present:** Sue Doe, Substitute Faculty Representative, CSU; Jocelyn Hittle, Director of Denver Program Development, CSU; Mike Hooker, Director, Public Relations, CSU; Joyce McConnell, Incoming President, CSU; Tiana Nelson, Director, Denver Public Relations and Outreach, CSU; Cara Neth, Director of Executive Communications, Chancellor's Office, CSU System; Angie Paccione, Executive Director, Colorado Dept. of Higher Education; Matt Pellish, Education Advisory Board; Kelly Ragan, Reporter, *Coloradoan*; Kayla Ridders, Education Advisory Board; Ashley Stiles, CEO, Tribe Development; Tom Vilsack, Strategic Advisor, Food and Water Initiatives, CSU System

Chair Tuor reconvened the retreat and asked Ms. Parsons to begin the first presentation.

*National Landscape of Higher Education:* Ms. Parsons introduced Mr. Pellish and Ms. Ridders of the Education Advisory Board (EAB). Mr. Pellish presented an overview of the national landscape to prepare for the next decade by examining data and trends for the business model and financial sustainability in the competitive higher education market; the anticipated national declines in postsecondary education enrollment beginning in 2026, and the outlook for the Mountain Region; and the negative perception of the return on investment of higher education. Challenges include increasing student debt; affordability with shifts of more responsibility for the cost to the students with declining state support; degree completion rates; changing demographics; declining international enrollment; and generational lifestyle changes with demands for more technology, evolving campuses, flexible degrees, and student mental health services. Opportunities exist with growth through online and hybrid programs; development of new markets, i.e., adult learners; and higher education consolidation.

Mr. Pellish concluded that the value of a college degree has never been greater with higher earnings and additional benefits, such as retirement plans, better health, and greater likelihood of home ownership and

marriage. Discussion was held during and after the presentation on various topics, i.e., the impact of immigration; CSUS' strengths of affordability and quality education provided through three different institutions; reshaping general education to develop the soft skills desired by employers; declining enrollment and stagnant completion rates; student preparedness; support for first generation students and underserved populations; changing social narratives and shared responsibility; and earlier recruitment in elementary schools. The retreat then recessed at 11:14 a.m. and reconvened at 11:55 a.m.

*Strategic Initiatives:* Reviewing the strategic investment priorities set by the Board at the June 2018 retreat, Dr. Frank commented on how the CSUS initiatives of the NWC, the CSU Todos Santos Center, and the CSUS hubs could be categorized as portals that provide connections with the public and add capacity that does not currently exist on the campuses. He explained how land grant universities typically focus on research for food, water, energy, environment, and health that align with global challenges, and connects scholarship across various disciplines. The three CSU NWC buildings are focused on food, water, and health with energy and environment embedded. Recent freshmen surveys indicate that 80% of those surveyed responded that environment was the biggest challenge for their generation with the other areas wrapped in as subsets of the environmental matrix.

Substantial investments have already been made in the strategic priorities of CSU-Pueblo financial sustainability, the CSUS infrastructure to add capacity to help the campuses, and the three CSUS portals. Investments have not yet been made in middle-class affordability. While there does appear to be campus bifurcation with more lower and higher income students and increasing financial pressure on the middle income families, work still needs to be done to address equity issues, gaps for underserved populations, and a direct path forward for investments that has yet to be fully identified to help the middle income students. Modest investments have been made in student success initiatives.

Recent draws from the Board reserves reflect a continued commitment to investments in the medical school and health professions with the potential to focus on better serving rural Colorado which connects to the historical role and mission of the CSUS. Dr. Frank commented on the broader health care assets within the CSUS and pointed out the recently announced CU-CSU School of Medicine that, combined with the connection through CSU Extension in every county, creates a statewide presence that could be tied to better serving rural Colorado. The "One Health" concept has been discussed and the timing appears to be right to make substantial investments to take a national and international leadership position. The concept fits within the interplay of food, water, health, energy, and environment, and creates a portal for the CSUS institutions. Dr. Frank then asked Ms. Parsons to begin the presentation on the NWC which is a portal that creates capacity.

*National Western Center (NWC):* Ms. Parsons introduced the members of the CSUS NWC team. She provided historical context and commented on the economic impact of the National Western Stock Show (NWSS) and CSU's history with the NWSS. The NWC provides an opportunity to bridge the gaps between urban and rural communities. The CSUS received \$250 million in state-issued certificates of participation to develop three buildings on the site and related programs. Ms. Parsons described the overall NWC site location and the development occurring around the site. She then reviewed the timelines and provided an overview of the three CSU buildings that are designed to ensure public engagement, convening, teaching and research, and partnerships.

Ms. Hittle reviewed the design and conceptual drawings, programs, and partners for the CSU Animal Health Complex, the CSU Center for Food and Agriculture, and the CSU Water Building, with each building in different phases of development. Former U.S. Secretary of Agriculture Vilsack commented on the importance of water with the changing climate and growing cities; the necessity of innovation to provide solutions to meet the increasing food and agricultural needs; and how CSUS is a critical leader to

solve the water problems, elevate food production visibility, and bridge the rural-urban divide. The retreat recessed for a tour of the NWC site at 1:17 p.m. and then reconvened at 3:45 p.m.

Ms. Nelson remarked on the philosophy and importance of being an anchor institution of the NWC; the impact on the surrounding neighborhoods; and CSUS' commitment to be good neighbors. She described the engagement efforts that have occurred; the partnership and activities with the Bruce Randolph School; the equine-assisted activities and therapies; and annual outreach events. A new, scalable youth action coalition is being developed initially with the local neighborhoods and will begin to engage youth in meaningful ways in fall 2019.

Discussion followed on homelessness in the area; the potential for degree programs, concurrent enrollment, and adult education; fundraising, marketing, branding and visibility; exhibits and partners in the common spaces; the rural-urban divide; engagement of all three CSUS institutions at the NWC; and the long-term budget and resources to sustain the programs. Updates will be provided as the construction and program development continue. With no further discussion, the retreat adjourned for the day at 5:04 p.m.

**BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM BOARD MEETING AND RETREAT  
Gaylord of the Rockies, Aurora, Colorado  
June 14, 2019**

**CALL TO ORDER**

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

**ROLL**

**Governors present:** Nancy Tuor, Chair; Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer; Dean Singleton, Secretary (via phone); Steven Gabel; William Mosher; D. Rico Munn; Armando Valdez; Kacie Adair, Student Representative, CSU-Pueblo; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Matthew Cranswick, Faculty 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

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

**Staff and Guests present:** Sue Doe, Substitute Faculty Representative, CSU; Mike Hooker, Director, Public Relations, CSU; Joyce McConnell, Incoming President, CSU; Cara Neth, Director of Executive Communications, Chancellor's Office, CSU System; Kelly Ragan, Reporter, *Coloradoan*

**PUBLIC COMMENT**

Chair Tuor convened the meeting and confirmed that no one had signed in for public comment. Given the location of the retreat, she indicated that any member of the public who arrives late and would like to address the Board in public comment would be given the opportunity.

**ACTION ITEMS**

*Approval of Dissolution of CSU Ventures, Inc.:* Dr. Frank provided historical context on the establishment of CSU Ventures, Inc. and explained why the action was being taken at the request of the CSU Research Foundation (CSURF). General Counsel Johnson noted that CSU Ventures will continue to function as a unit of CSURF. **Motion/Action:** Governor Gabel moved to approve; Governor Valdez seconded; and the motion carried unanimously.

*Approval of Re-appointment of CSUS Directors to the CSUS Foundation:* Dr. Frank explained why and how the CSUS Foundation was established with three of the foundation members appointed by the Board of Governors. **Motion/Action:** Governor Gabel made the motion; Governor Adair seconded; and the motion carried unanimously.

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

*CSU Faculty Manual Revision – Section 2.3.1.e:* Dr. Miranda explained why the name change of the Department of Anthropology, College of Liberal Arts, to the Department of Anthropology and Geography is appropriate to more accurately reflect the role of geography. Approval is on the consent agenda.

*CSU Faculty Manual Revision – Section 2.3.1.d:* The Systems Engineering program in the College of Engineering that was established ten years ago has grown steadily in enrollment and faculty, and the College is proposing a Department of Systems Engineering be established. Approval is on the consent agenda.

## AUDIT AND FINANCE COMMITTEE

Committee Chair Jordan convened the meeting and asked Dr. Frank to begin the presentation. Dr. Frank reviewed the Board approval process for a capital project that is done in two phases, beginning with the program plan and then the plan of finance with consideration given to the CSUS bond rating and capacity. In anticipation of potentially atypically presenting both the program plan and plan of finance at the August meeting for a new residence hall, the intent of the discussion was to provide the rationale, supporting documentation, capacity, and timeline for the project, with the facility ideally operational for the entering class of fall 2022, to allow the Board to begin the analysis of the proposal that fits within the long-term plan for student housing at CSU. The Board annually approves housing rates, which vary by residence hall, with comparisons provided to the market.

Ms. Johnson recalled that the Board previously approved demolition of Aylesworth Hall for the site of the new residence hall. Phase 1 of the construction would be to build a new facility with the exact number of beds to be determined to right-size the project. Phase 2 would be to demolish and replace Newsom Hall with a new facility, followed by the demolition of Allison Hall, for an overall net gain of approximately 800 beds. The new residence halls are being developed with a connection to student success metrics and will provide the opportunity for more upperclassmen, particularly sophomores, to remain on campus.

Mr. Sobanet commented on the intent to create a decision framework for the Board based upon the demographic and enrollment projections that have been provided at the retreat. Student success metrics on GPAs, retention, and graduation rates reflect that a mix of students from different class cohorts leads to positive results. Additional positive attributes to support the project include the attractiveness of CSU and low interest rates.

Ms. Johnson reported incoming CSU President McConnell has been briefed on the project with a tour of the residence halls. She reviewed the documentation prepared by CSU Housing and Dining that provided details on current capacity, the timeline, the financial analysis, enrolled population and percentages housed on campus, and data on student success, including multicultural and underrepresented populations.

Ms. McConnell acknowledged the work of Ms. Johnson and her team, and commented on the tour that provided an opportunity to gain perspective on the project. The potential to design a residence hall around student success metrics along with the flexibility and the potential reduction of deferred maintenance costs are positive factors, and the project fits with the overall mission of the university. More information on the finances is needed to complete the analysis. Ms. Johnson extended an invitation to the Board for a similar tour of the residence halls.

There was discussion on the compression of the timeline; capacity, occupancy and availability; the attractiveness and options with the new residence halls; completion of Phase 2 of Aggie Village and

potential development of Prospect Plaza that is owned by CSURF; the spectrum of community perspectives for on-campus housing; revenue and operating income to offset the long-term investment; the support provided in the living-learning communities; and student mental health and other support services. Suggestions were made to include scenarios with the financial information and more specificity on bond capacity and ratings. Based upon the discussion, the due diligence will be completed and additional information provided at the August meeting.

Dr. Frank provided a preview of the August meeting agenda that will include the residence hall program plan and plan of finance; more in-depth information on the campus mental health issues and support services; and details on the CSU-Pueblo strategic investments. The meeting will be held at CSU-Global Campus' new location and Dr. Takeda-Tinker will have an opportunity to provide information on the campus' operations.

## CONSENT AGENDA

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

The business meeting concluded at 9:59 a.m. and the retreat resumed.

## BOARD STRATEGIC PLANNING

*Current and Future Demographics:* Mr. Sobanet commented on questions that were raised by the Joint Budget Committee and explained the intent to triangulate the national and local data for financial planning with the ability to more critically examine future campus development and address deferred maintenance costs. He described the process and contributors in the development of the internal CSUS demographics research project that focused on participation rates. Phase 2 of the project will involve further investigation relative to family income and college participation rates. Phase 3 will be a longer term examination of the enrollment and graduation rates.

Mr. Sobanet reviewed the Phase 1 research results based on in-state and out-of-state CSU participation rates; application, admit and enrollment levels excluding international students; and cohort projections with an anticipated national decline and flat or slight growth for Colorado through 2035. The resident projections are relatively optimistic; there are strategies to improve the non-resident enrollment. The Board discussed national trends and comparisons to peers; national competition for recruitment of non-resident students; strategic goals to mirror the state's diversity; and utilization of the data to address policy issues and governance.

*Strategic Priorities:* Dr. Frank explained the intent to use the information and data provided at the retreat to re-examine the CSUS strategic priorities identified at the June 2018 retreat. He reviewed the investments made in the past year on the priorities and noted the priorities are multi-year in scope. The Board discussed the priorities in terms of relevance at the CSUS level and potential future additional priorities; the amount, significance and return on investment of the investments that have been made; and the need for outcomes and metrics with regular reports on progress. Chair Tuor pointed out the CSUS strategic investments and goals utilize the Board's reserves and the campuses are also investing resources to meet appropriate strategic priorities.

Dr. Frank commented that during the August and October meetings more information will be provided on funding implications, commitments, and status to plan for the annual Board reserve draw in December. Staff will work on developing the metrics and the reporting format for the strategic initiatives. A student success presentation for each of the campuses will be prepared and a more in-depth presentation could



also be made at some point on the CSU Todos Santos campus. Suggestions were made to consolidate the information and data provided into a simplified message with key talking points on the ROI in terms of the cost to families and the value of a college education, and the relative value of the state's investment in higher education to assist with marketing and Board ambassadorship. The general feedback on the retreat was positive with both the format and content helpful to the Board. With no further discussion, the retreat was adjourned at 11:16 a.m.

**THE BOARD OF GOVERNORS OF THE  
COLORADO STATE UNIVERSITY SYSTEM  
SPECIAL MEETING OF THE EVALUATION COMMITTEE  
Colorado State University System, Denver  
July 29, 2019**

**CALL TO ORDER**

Evaluation Committee Chair Robbe Rhodes called the meeting to order at 3:04 p.m.

**ROLL**

**Governors present on call:** Jane Robbe Rhodes, Chair, Evaluation Committee; Dean Singleton, Vice Chair, Evaluation Committee; Russell DeSalvo; Kim Jordan, Treasurer; D. Rico Munn; Nancy Tuor, Chair, Board of Governors; William Mosher; Armando Valdez

**Administrators present:** Tony Frank, Chancellor, CSU System; Jason L. Johnson, General Counsel, CSU System

**System Staff present:** Melanie Geary, Executive Assistant; Adam Fedrid, IT Manager

Chair Robbe Rhodes convened the meeting and requested a verbal roll call. Following the roll call, the Evaluation Committee moved to convene in executive session.

**Motion/Action:** Governor Valdez moved to go into executive session and Governor Jordan seconded the motion, which carried unanimously. General Counsel Johnson read the Evaluation Committee of the Board of Governors into executive session to discuss confidential personnel matters, as stated in the public notice, specifically for the purpose of discussing and evaluating public officials and professional staff employees of the Board pursuant to C.R.S. § 24-6-402(3)(b)(I), and to receive legal advice on specific legal questions that may arise relating to confidential personnel matters pursuant to C.R.S. § 24-6-402(3)(a)(II). The Evaluation Committee of the Board of Governors convened in executive session at 3:06 p.m.

The Board of Governors came out of executive session of the Evaluation Committee at 3:34 p.m.

With no further business, the Evaluation Committee unanimously moved to adjourn, and the meeting adjourned at 3:35 p.m.

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

Graduate Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Graduate Certificates:

Carbon Management

Radiological and Nuclear Safety

Advanced Silviculture for the Practicing Forester

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

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

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

CSU-Pueblo Certificates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the following Certificates:

Homeland Security Studies  
NSA-CAE Certificate in Cyber Security Defense  
Recreation Leadership  
Sustainability  
Construction Manager  
Estimating & Planning Construction Costs  
Advanced Construction Manager  
Six Sigma Green Belt  
English  
Railroad Engineering  
Nurse Educator  
Nursing Post-Masters

EXPLANATION:

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

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

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Appendix 7 – Bullying in the Workplace

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to  
the Colorado State University Academic Faculty and Administrative  
Professional Manual, Appendix 7 - Bullying In The Workplace

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

A brief explanation for the revision follows:

1. While a bystander should report bullying to a supervisor, they should not try to resolve the matter. This can create additional conflicts between fellow employees. Resolving the matter should be left to the supervisor, the targeted employee, and the responding party.
2. Any investigation of bullying allegations should involve both the supervisor and the HR Solutions Partner. This helps to ensure uniformity between units, and it ensures that someone is present who has appropriate expertise in such matters.
3. The procedures were split between the policy section and the procedures section. They are now combined and placed in the procedures section.
4. Additional references have been added.
5. Finally, changes are made to increase clarity and to address wording involving gender.

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section C.2.1.9.5 Standing Committees: Membership and Function

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.1.9.5 Standing Committees: Membership and Function.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

With the establishment of the University Policy Review Committee being proposed in the Academic Faculty and Administrative Professional Manual revision for Section D.2, there is a need to expand the duties of the Faculty Council Executive Committee to include a periodic meeting with a representative of that committee.

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section D.2 University Committees of Faculty and Administrative Professionals

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revision to the Colorado State University Academic Faculty and Administrative Professional Manual, Section D.2 University Committees of Faculty and Administrative Professionals.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

University policies have significant impact on the university community. The process for developing new policies and revising existing policies is coordinated and managed by the Office of Policy and Compliance (OPC). OPC helps identify stakeholders, gathers input from stakeholders and subject matter experts, helps the policy proponent assess the impacts of a proposed policy on groups and individuals of the University, and presents policies to the President's Cabinet for approval. However, there is no representative body for the employee councils and student government to interact in an organized way with OPC, receive input from the community, bring forward questions and concerns about policies, and make recommendations to the Administration. Consequently, employee and student feedback is received in an ad hoc fashion that can hinder a systematic review.

The proposed committee will extend shared governance to the development and implementation of policies that direct day-to-day operations of the university. It will also provide a point of contact for the Administration when contemplating new policies and policy changes and when they receive employee or student complaints about policy.

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.9.2 Individual Faculty Workload

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.9.2 Individual Faculty Workload.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

With ever-adapting and changing roles of faculty within the university system, additional clarification is given for activities considered under workload assignments that should be credited to the faculty during evaluation. Additionally, changes were made to conform to amendments passed on the floor of Faculty Council in the previous year.



Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section E.17 Renewal 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.17 Renewal of Tenure-Track Faculty  
Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

We are proposing to insert this new section into the *Manual*. Currently, the decision whether or not to renew the appointment of a tenure-track faculty member rests solely with the department head. However, faculty on tenure-track appointments are not at-will employees, so the nonrenewal of such an appointment should require more due process than just a decision by the department head. This new section creates such due process.

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:  
Section I.11 Students Called to Active Duty

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.11 Students Called to Active Duty.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The proposed changes seek to make the manual language consistent with revised language in the General Catalog approved by Faculty Council in December 2016. The faculty manual revisions were brought to the attention of CoTL by our Registrar's Office representative and the proposed changes shared here have been reviewed by the Registrar's office. Adult Learner and Veteran Services (ALVS) is the primary point of contact for CSU students who are called to active duty service. While the name may be taken to imply services only to retired military veterans, ALVS in fact serves a number of non-traditional student groups in addition to veterans and those students who are called to active duty service. ALVS works closely with the Registrar's Office and other groups on campus to ensure the needs of students who are called to active duty service are met. As such, this motion represents the operational steps already in place for students who are called to active duty service.

Board of Governors of the Colorado State University System  
Meeting: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the 2019-2020 program review schedule.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

In accordance with University policy, as approved by the Board of Governors, every Department or instructional unit must undergo a periodic program review. The following academic program review schedule is submitted for your approval:

Board of Governors of the Colorado State University System  
Meeting Date: August 2019  
Consent Item

COLLEGE OF AGRICULTURAL SCIENCE	AGRICULTURAL SCIENCES – M.Agr. (01.0000) (Plan A, Plan B)
	MASTER OF EXTENSION EDUCATION – M.Ext.Ed. (13.1201) (Plan C)
AGRICULTURAL AND RESOURCE ECONOMICS	AGRICULTURAL AND RESOURCE ECONOMICS – M.S. (01.0103) (Plan A, Plan B)
	AGRICULTURAL AND RESOURCE ECONOMICS – Ph.D. (01.0103)
	AGRICULTURAL BUSINESS – B.S. (01.0102)
	MAJOR IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS – B.S. (01.0103)
	MAJOR IN AGRICULTURAL EDUCATION – B.S. (13.1301)
ANIMAL SCIENCES	ANIMAL SCIENCES – M.S. (01.0901) (Plan A, Plan B)
	ANIMAL SCIENCES – Ph.D. (01.0901)
	ANIMAL SCIENCE – B.S. (01.0901)
	EQUINE SCIENCE – B.S. (01.0507)
BIOAGRICULTURAL SCIENCES AND PEST MANAGEMENT	BIOAGRICULTURAL SCIENCES – M.S. (01.1105) (Plan A, Plan B)
	BIOAGRICULTURAL SCIENCES – Ph.D. (01.1105)
HORTICULTURE AND LANDSCAPE ARCHITECTURE	HORTICULTURE – M.S. (01.1103) (Plan A, Plan B)
	MASTER OF LANDSCAPE ARCHITECTURE – M.L.A. (04.0601) (Plan C)
	HORTICULTURE – Ph.D. (01.1103)
	ENVIRONMENTAL HORTICULTURE – B.S. (01.060)
	HORTICULTURE – B.S. (01.1103)
	LANDSCAPE ARCHITECTURE – B.S. (04.0601)
SOIL AND CROP SCIENCES	SOIL AND CROP SCIENCES – M.S. (01.1201) (Plan A, Plan B)
	MAJOR IN SOIL AND CROP SCIENCES <sup>1</sup> – B.S. (01.1201)
COLLEGE OF LIBERAL ARTS	DUAL DEGREE IN INTERDISCIPLINARY LIBERAL ARTS, B.A (24.0101) AND ENGINEERING SCIENCE, B.S. (14.1301)
	INTERDISCIPLINARY LIBERAL ARTS – B.A. (24.0101)
	INTERNATIONAL STUDIES – B.A. (30.2001)
SPECIAL ACADEMIC UNITS	MASTER IN ARTS LEADERSHIP AND CULTURAL MANAGEMENT – M.A.I.C.M (50.1001)
ETHNIC STUDIES	ETHNIC STUDIES – B.A. (05.0299)
	ETHNIC STUDIES – M.A. (05.0299)
	GENDER, POWER AND DIFFERENCE – CERTIFICATE (05.0299)
	WOMEN AND GENDER STUDIES – B.A. (05.0207)

Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

Program Review Schedule

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve and forward to the Colorado Commission on Higher Education the following list of Colorado State University-Pueblo academic programs to be reviewed in academic year 2019-2020 in accordance with the approved Program Review Plan for the CSU System. The CSU-Pueblo program review calendar appears on the next page.

- Accounting (BSBA)
- Art (BA/BFA)
- Business Management (BSBA)
- Business Administration (MBA: Including Joint BSBA/MBA)
- Computer Information Systems (BS: Including Joint BS-CIS/MBA)
- Economics (BSBA)
- Music (BA)
- Physics (BS)
- Social Work (BSW)
- World Languages (Spanish BA)

EXPLANATION:

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

The list above is in accordance with the established review schedule for 2019-2020 through 2024-2025 on the next page, and approved by the CSU-Pueblo Curriculum and Academic Programs Board (CAP Board). Each program is reviewed by the University once every five to seven years. As appropriate, the internal review is scheduled to correspond with their disciplinary accreditation review. Should any requests to delay 2019-20 University program review be submitted, the CAP Board will respond to them in September and make recommendations to the President.

### CSU-Pueblo Program Review Calendar

2019-2020	CHASS:	Art (BA/BFA), World Languages (Spanish BA), Music (BA), Social Work (BSW)
	CSM:	Physics (BS)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)
2020-2021	CEEPS:	Athletic Training (BS), Nursing (BSN), Nursing (MS)
	CHASS:	Mass Communications (BA/BS), Sociology (BA/BS)
2021-2022	CEEPS:	Liberal Studies (BS), Education (MEd)
	CHASS:	History (MA)
	CSM:	Mathematics (BA/BS), Chemistry (BS), Chemistry (MS), Biochemistry (MS)
2022-2023	CEEPS:	Automotive Industry Management (BS), Exercise Science and Health Promotion (BS)
	CHASS:	Political Science (BA/BS), Social Science (BA/BS)
	CSM:	Wildlife and Natural Resources (BS)
2023-2024	CEEPS:	Civil Engineering Technology (BSCET), Construction Management (BS), Nursing (DNP), Early Childhood Ed (BS)
	CHASS:	English (BA), English (MA), History (BA/BS), Psychology (BA/BS), Social Work (BSW), Criminology (BA/BS)
	CSM:	Biology (BS) & Biology (MS)
2024-2025	CEEPS:	Engineering (BSE), Engineering (MS), Industrial Engineering (BSIE), Industrial & Systems Engineering (MS)
	CHASS:	Art (BA/BFA), Humanities and Social Sciences (BA) World Languages (Spanish BA), Music (BA)
	CSM:	Physics (BS)
	ES:	Interdisciplinary Studies (BA/BS)
	HSB:	Accounting (BSBA), Business Management (BSBA), Economics (BSBA), Business Administration (MBA: Including Joint BSBA/MBA), Computer Information Systems (BS: Including Joint BS-CIS/MBA)

#### Abbreviations:

CEEPS: College of Education, Engineering and Professional Studies

CHASS: College of Humanities and Social Sciences

CSM: College of Science and Mathematics

ES: Extended Studies

HSB: Hasan School of Business

Board of Governors of the Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR ACTION:

Approval of Degree Candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2019-2020 Academic Year.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Faculty Council of Colorado State University recommends the conferral of degrees on those candidates who satisfy their requirements during the 2019-2020 Academic Year. The Registrar's Office will process the applications for graduation; only those individuals who complete all requirements will receive degrees.

Board of Governors of the  
Colorado State University System  
Meeting Date: August 8-9, 2019  
Consent Item

MATTERS FOR CONSENT:

Approval of degree candidates

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirements for their respective degrees at the end of each cohort within the academic calendar year 2019-2020.

EXPLANATION:

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

The Faculty Senate of Colorado State University-Pueblo recommends the conferral of degrees on those candidates who satisfy all their requirements at the end of each fall, spring and summer semester. Only those individuals who have completed all requirements will receive their degree.

CSU-Pueblo anticipates that approximately 670 undergraduate degrees and 113 graduate degrees should be awarded in the upcoming academic year (i.e., summer 2019, fall 2019, and spring 2020). The table below provides detail on bachelor's and master's degrees awarded in summer 2018, fall 2018 and spring 2019; it also provides the related 5-year averages between spring 2014 and fall 2018.

Term	AY2018-19 # Bachelor's awarded	AY2018-19 # Master's awarded	5 Year Bachelor's average	5 Year Master's average
Summer	136	52	154	40
Fall	166	19	171	25
Spring	421	42	448	41



**Board of Governors of the Colorado State University  
System August 8-9, 2019  
Consent Item**

**MATTERS FOR ACTION:**

Approval of Degree Candidates

**RECOMMENDED ACTION:**

MOVED, that the Board of Governors approve the granting of specified degrees to those candidates fulfilling the requirement for their respective degrees during the 2019-2020 Academic Year.

**EXPLANATION:**

Presented by Dr. Karen Ferguson, Provost and VP of Strategic Development of CSU-Global  
Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements during the 2019-2020 Academic Year. The Office of the Registrar will process the applications for graduations; only those individuals who have completed all requirements will receive their degree.

Board of Governors of the Colorado State University System  
 Meeting Date: August 9, 2019  
 Report Item

CSU: Degrees Awarded Academic Year 2017-2018

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Board Policy 314: Approval of Degree Candidates states that each institution shall submit to the Board an annual report of degrees granted in the prior year. The degrees awarded by college and degree type for the academic year 2017-2018 are shown in the following table.

<b>College</b>	<b>Bachelors</b>	<b>Grad. Certificate</b>	<b>Masters</b>	<b>Doctorate</b>	<b>D.V.M.</b>	<b>Grand Total</b>
Agricultural Sciences	333		73	20		426
Business	713	193	428			1,334
Health and Human Sciences	1,046	46	339	38		1,469
Intra-University		6	8	25		39
Liberal Arts	1,346		191	17		1,554
Natural Sciences	796	11	148	62		1,017
Vet Med & Biomedical Sci	170		175	25	138	508
Walter Scott Jr College of Engr	515	7	210	56		788
Warner College of Nat Resources	431	13	142	7		593
<b>Grand Total</b>	<b>5,350</b>	<b>276</b>	<b>1,714</b>	<b>250</b>	<b>138</b>	<b>7,728</b>

# Section 14

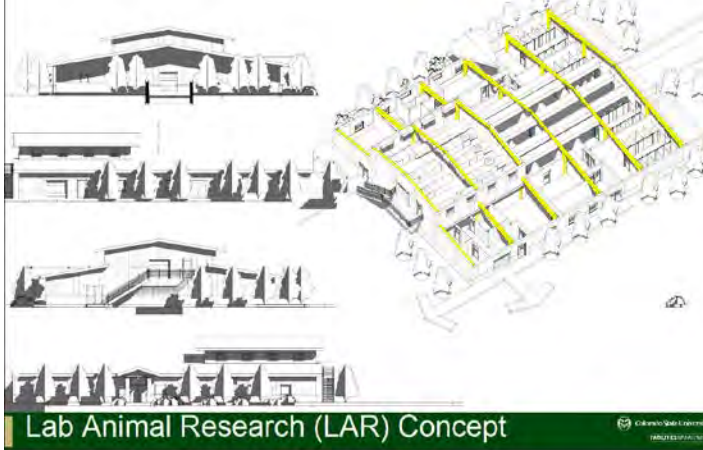


## *Action Items*



# 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 July 2019
<p>Bay 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>June 2021</p>	<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 complete, contracting underway.</p>
<p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$22,900,000</p>	<p>\$25,000,000-bond funds</p> <p>General fund</p> <p>\$3M to IDRC Central Chiller Plant, \$900K bond interest added to project</p>		<p>August 2020</p>	<p>This project will construct a 41,000 gsf infectious disease research building on Foothills Campus, connected to the Regional Biocontainment Laboratory.</p> <p>Construction start in mid-July 2019.</p>
<p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$44,000,000*</p>	<p>\$35,000,000-state funds</p> <p>\$9,000,000-bond funds</p>		<p>August 2021</p>	<p>This project will completely revitalize the Shepardson Building and add approximately 48,000 gsf of auditorium, classroom and laboratory space.</p> <p>*The first 2 phases of state funding have been approved (\$27M). Phase 3 funding is pending FY 20-21 Long Bill approval in May 2020 (\$17M).</p> <p>Design-Build GMP contract awarded.</p>

Project	Bonds/Funding		Occupancy	Status as of July 2019
<p>Johnson Family Equine Hospital</p> <p>\$33,200,000</p>	<p>Funding from NWC COPs &amp; Donations</p>	 <p>AERIAL PERSPECTIVE   ARCHITECTURAL DESIGN</p>	<p>March 2021</p>	<p>This project will construct an approximately 86,000gsf Equine Hospital on South Campus.</p> <p>Architect is under contract and design is at CD 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>
<p>South Campus Infrastructure</p> <p>Total Budget: \$7,150,000</p>	<p>\$7,150,000-bond funds</p> <p>General fund</p>		<p>March 2021</p>	<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>

**COLORADO STATE UNIVERSITY - PUEBLO**

**CONSTRUCTION PROJECT STATUS REPORT**

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 7/23/2019	Description
2019-061M19 Replace Roof and Windows, Hasan School Business	\$720,720 State funded Controlled Maintenance			Received award May 2019, procurement now, anticipated substantial completion May 2022	The Hasan School of Business roof system has deteriorated beyond repair with leaks running down the drywall and through the window system. Numerous repairs have been completed, but are not mitigating the situation. Removing the entire roof system and installing a new system is recommended.
2020-087 M19 Replace Campus Water Lines	\$900,680 State funded Capital Maintenance (only phase one funded at this time)			Received award May 2019, procurement now, anticipated substantial completion May 2022	Currently the CSU Pueblo irrigation lines do not have the capacity to effectively irrigate the campus landscaping. The irrigation system presently has to operate 24 hours a day and still does not cover all the necessary areas. The existing water lines are deteriorating and many of the existing isolation valves are inoperable. Domestic water loop is unable to isolate breaks resulting from deteriorating valves and piping. Phase 1 = Design and Xeriscape Bartley Blvd, Phase 2 = New water main tap with distribution. Phase 3 = New water main tap.
2006 -050P18 Psychology Building Renovation and Addition	\$16,812,751 State funded Capital Construction			Schematic, Design Development and Construction Documents complete. Anticipate GMP established and final Notice to Proceed to Commence Construction issued July 31, 2019. Bid Packages 1 and 2, underway- Design-Build Team of H.W Houston / DLR Group Architects. Bid package one Phase 1 (Demolition / abatement) 90% complete, Phase 2 (structural foundations, structure and site) 10% Phase 3 remaining renovation and addition is not yet started. Entire project is on time and on budget and estimated at 15% complete. Anticipated Substantial Completion May of 2020. Anticipated Notice of Occupancy July of 2020.	
2018-061 M19 SB267 Upgrade Fire Campus Systems Phase 1 and 2	\$1,229,140 State funded Controlled Maintenance SB 267			Procurement complete, AE contract underway anticipated Substantial Completion = May 2021	The existing campus -wide voice mass notification and fire alarm system is nearing the end of useful life. The campus has one main fire panel and 18 fire panels. The panels should be replaced before the manufacture stops supporting the system, before parts are not available, and before the system fails to report issues. The two phases are to replace fire alarm panels.
2018 064M19 SB267 Install Campus Security System	\$890,450 State funded Controlled Maintenance SB 267			Procurement complete, DB contract underway anticipated Substantial Completion = May 2020	This project will provide electronic video system surveillance to all generally funded campus buildings, open spaces and parking lots at Colorado State University at Pueblo. All generally funded buildings to receive video camera surveillance system at all entrances. Additional exterior cameras will be mounted to survey the grounds and parking lot entrances.
M13019 Roof Replacement Art / Music Classroom Ph 1 of 1	\$698,270 State funded Controlled Maintenance			Construction 95%, anticipated Substantial Completion 08/01/2019	Repair Art roof and constructed a new exit stair.
Ochiato University Center Renovation and Addition	\$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue			Ochiato 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	\$16000000 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 I field and bleachers June 2014, Phase 2 Building completed February 1, 2016	Phase 2 (building) 100% complete. Occupancy on February 1, 2016. Press box Completed 6/1/16 (Phase 1--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor	



## COLORADO STATE UNIVERSITY - PUEBLO

## CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 7/23/2019	Description
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# 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>
7-16-19	Email	Jill Vesty	Hughes Property	7-16-19
7-16-19	Email	City of Fort Collins	Response to Jill Vesty	
7-18-19	Email	Carol Wilson	Inclusive Language Guide	7-29-19
7-19-19	Email	Michael Korn	MAGA vs. MAGIC	
7-19-19	Email	Rich Wall	Inclusive Language Guide	7-29-19
7-19-19	Email	James Coleman	Inclusive Language Guide	7-29-19
7-28-19	Email	Lisa Munson	Inclusive Language Guide	7-30-19

**Geary, Melanie**

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**From:** Geary, Melanie  
**Sent:** Tuesday, July 16, 2019 1:22 PM  
**To:** jill vesty; cityleaders@fcgov.com  
**Cc:** fcmoves@fcgov.com; trafficoperations@fcgov.com; presofc  
**Subject:** RE: Hughes Stadium site

Thank you for your interest in the Colorado State University System. Your correspondence will be shared with the Board of Governors.

Best regards,

Melanie  
 Board of Governors Office



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

475 17<sup>th</sup> Street, Suite 1550  
 Denver, CO 80202  
 (303) 376-2606 / (970) 297-3606 (direct)  
 (303) 748-8048 (cell)  
[melanie.geary@colostate.edu](mailto:melanie.geary@colostate.edu)

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**From:** jill vesty <jvesty@hotmail.com>  
**Sent:** Monday, July 15, 2019 12:30 PM  
**To:** cityleaders@fcgov.com  
**Cc:** fcmoves@fcgov.com; trafficoperations@fcgov.com; Geary, Melanie <Melanie.Geary@colostate.edu>; presofc <presofc@colostate.edu>  
**Subject:** Hughes Stadium site

Dear City Council Members:

I am very disappointed that the former Hughes Stadium site is potentially being sold to developers for construction of a housing project. That site would be an exceptional location for a park or natural area. I recognize the need for housing, particularly affordable housing, but it seems much more logical to build homes in a blighted area of midtown along the Max Line.

I am also concerned about the impact increased traffic a massive housing project will have on bike routes near the reservoir and along the stretch of Prospect Road from Overland Trail to CSU's campus, which is already extremely dangerous.

I am wondering if there is anything that can be done to stop this project. Can the city of Fort Collins purchase the land from the developers and designate it as some kind of open space?

The City of Fort Collins prides itself for its environmental stewardship and bicycle-friendly culture. It also strives to improve public transportation and increase the availability of affordable housing. It seems that these goals can be adequately met by avoiding unnecessary sprawl, preserving our open spaces, prioritizing safe cycling routes, and supporting increased density and development along existing public transportation lines. Please explore alternatives to this housing development being considered at the former Hughes Stadium site.

Jill Vesty  
1513 W Mountain Ave  
Fort Collins, CO 80521  
District 6

cc: Fort Collins Traffic Operations  
FC Moves  
CSU Board of Governors  
Joyce McConnell

**Geary, Melanie**

---

**From:** Sylvia Tatman-Burruss <statman-burruss@fcgov.com>  
**Sent:** Tuesday, July 16, 2019 1:10 PM  
**To:** jill vesty  
**Cc:** City Leaders; FC Moves; Lauri Talbot; Geary, Melanie; presofc; Marcy Yoder; Tom Leeson; Rebecca Everette; Cameron Gloss; Martina Wilkinson  
**Subject:** Regarding Hughes Stadium Redevelopment

Good afternoon, Ms. Vesty -

Thank you so much for your email regarding the Hughes Stadium redevelopment proposal. We are still very early in the development review process and there are many decisions yet to be made regarding the development. We welcome your comments as well as those from the entire community. Tonight, the City Council has an agenda item where they intend to initiate rezoning on the site, separate from a development application. That decision can be seen in person at 6:00 PM at City Hall, 300 Laporte Ave, or you can watch it live online: <https://fortcollinstv.viebit.com/>

An open house has been scheduled for July 8<sup>th</sup> to help residents understand the zoning process and to comment on the zone district configurations that will be proposed by City staff for City Council. A public notice letter will go out soon for that meeting. The meeting will be held at the Drake Centre and will be open for view with City staff from 5pm – 8pm. If you cannot make it to that meeting, we will have electronic copies of the boards available online for residents to view.

The Natural Areas department has not expressed interest in acquiring the site, however the Natural Areas staff is part of the Development Review team and will be very engaged in the protection of the existing Maxwell Natural Area and will work to create as much public open space, buffering space and other mitigation tactics as possible. Natural Areas staff has created a list of Frequently Asked Questions, which can be found here: <https://ourcity.fcgov.com/812/documents/5396>

Traffic will also be a major consideration during the review process, including improvements to the intersections and bike/pedestrian infrastructure in that area. Staff from Traffic Operations has created a list of Frequently Asked Questions, which can be found here: <https://ourcity.fcgov.com/812/documents/4747>

Because the zoning has not yet been designated for the site, the exact review path and schedule for the development is not yet known. Once the zoning is designated on the site, the developer selected by CSU will have the opportunity to submit a full development plan to fit the zoning. The zoning will be decided by Council upon recommendation by staff. Once the hearing for the zoning is set, a public notice will be sent to residents within the vicinity and public notice will be posted on the project's engagement site: [https://ourcity.fcgov.com/hughes\\_stadium\\_redevelopment](https://ourcity.fcgov.com/hughes_stadium_redevelopment) If you did not receive a letter for the first neighborhood meeting but would like to be added to that list, please let me know.

Through our review process, we work to ensure that every development proposal receives careful consideration as we know each development helps to shape the community in lasting ways. Your comment will remain a part of the public record as the proposal moves through public hearings with the Planning and Zoning Board and City Council.

Thank you again for your comments. Please stay engaged throughout the process. I will continue to post documents, as they are received, to the engagement site: [https://ourcity.fcgov.com/hughes\\_stadium\\_redevelopment](https://ourcity.fcgov.com/hughes_stadium_redevelopment) This will include details related to the review and public hearing timeline.

Sylvia

**Sylvia Tatman-Burruss | Development Review Liaison**

Neighborhood Services, City of Fort Collins

(970) 224.6076 | [statman-burruss@fcgov.com](mailto:statman-burruss@fcgov.com) | [www.fcgov.com/neighborhoodservices/](http://www.fcgov.com/neighborhoodservices/)

**From:** [Neth.Cara](mailto:Neth.Cara)  
**To:** [wilson-carol@live.com](mailto:wilson-carol@live.com)  
**Subject:** RE: "Inclusive Language Guide"  
**Date:** Monday, July 29, 2019 9:27:56 AM

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Dear Mr. Wilson,

Thank you for your messages to Chancellor Frank, and we absolutely respect the concerns you raise. As we have said publicly, the document that you refer to was never official policy or required for use by anyone at CSU. It was absolutely not intended for use by students. In fact, any student at CSU can write the Chancellor and use every one of the words in question and exactly nothing will happen. No one was ever charged by the university to create this guide. It was put together voluntarily by a small group of staff members as a guide for other campus staff who had specifically asked for the information. An initial (October) draft of the document suggested using "US Citizen" or "person from the US" instead of "American/America," since the Americas encompass 42 countries – and our staff members work with students from many of them. But that suggestion was removed from the final draft, which was released in January (and again, only shared with a small number of people on a password-protected site).

CSU has a proud history as a Land Grant University with one of the nation's most respected ROTC programs. The campus is consistently ranked as one of the top schools for veterans in the country. CSU also has an excellent track record in supporting the First Amendment and free speech. We are not going to tell anyone what they can and can't say – but that includes allowing people who are looking for advice on how to be polite and respectful to create their own guidelines for their own use, which is what happened here.

The bottom line is this: On any campus, there will be people who will enthusiastically try to persuade others of the correctness of their views. We consider it a responsibility of education to teach students enough of history logic, and reason to seek out the truth, think for themselves, and make up their own minds as to what to believe. The CSU campuses all have enough prominent alumni from all ends of the political and philosophical spectrum for me to believe we do this pretty well.

We appreciate your perspective and the opportunity to respond.

Cara Neth, Director of Executive Communications  
Office of the Chancellor

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**From:** Carol Wilson <[wilson-carol@live.com](mailto:wilson-carol@live.com)>  
**Sent:** Thursday, July 18, 2019 9:52 AM  
**To:** chancellor <[chancellor@colostate.edu](mailto:chancellor@colostate.edu)>  
**Subject:** RE: "Inclusive Language Guide"

Dear Sir,

Jeff Wilson again, having read the document in question it is clear all of you who lack courage, dignity, and respect for others have been careful to file your disclaimers and play the "CYA" game.



The narrative associated with this document is rude, offensive, and disrespectful; especially to those paying the bills at CSU and those who fought to defend the freedoms of every American.

I am in the process of adding exclusions to the Educational Trust Funds for our grandchildren to specifically prohibit funds to be used for any activities associated with Colorado State University.

You all need to be reminded that Karl Marx died suffering from paranoid schizophrenia which is the basis for progressive socialism. While your document attempts to portray a gentle, more kind approach, the truth comes out in the use of the phrase "social justice".

I will be asking the Colorado State Legislature to provide the legal basis for Colorado State University to use tax payer dollars for political purposes.

Thank you,

Jeff Wilson  
[jeffwilson@ieee.org](mailto:jeffwilson@ieee.org)  
970-216-0943

Sent from [Mail](#) for Windows 10

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**From:** [Carol Wilson](#)  
**Sent:** Wednesday, July 17, 2019 7:04 PM  
**To:** [chancellor@colostate.edu](mailto:chancellor@colostate.edu)  
**Subject:** "Inclusive Language Guide"

Dear Sir,

My name is Jeff Wilson and am concerned about recent "apparent" policy changes at CSU, namely this "Inclusive Language Guide" eliminating the use of the words "America" and "American". If this is, in fact, a policy change I will rescind the funding to be used by any grandchild considering attendance at Colorado State University.

With all of our grandchildren college education trust funds were established upon their birth and funded annually. As Trustee for these funds I control the funds and **WILL NOT** provide monies to ANY university, especially a publicly funded land-grant college, that demonstrates such a blatant disrespect for the United States of **America**, and those of us who served in the United States military as an **American!**

You have to know in your heart that this type of conduct is simply "wrong" and cannot be tolerated. To condone and endorse this activity is absolutely unconscionable to those sending money to the

tax-payer owned and funded Colorado State University. It is a reasonable expectation for individuals in positions such as your to know, and clearly understand, exactly "**who pays the rent**"!

Please respond.

Thanks, Jeff Wilson  
[jeffwilson@ieee.org](mailto:jeffwilson@ieee.org)  
970-216-0943

Sent from [Mail](#) for Windows 10

From: [Michael Korn](#)  
 To: [annualgiving](#); [presofc](#); [President Office](#); [Bjostad,Louis](#); [Telling,Glenn](#); [kurt.knierim@colostate.edu](#); [Gudmestad,Robert](#); [Didier,John](#); [nancy.robinson@colostate.edu](#); [Osher Comments](#); [Rollin,Bernard](#); [CSUS Board](#); [Kasser,Jeff](#); [Gorin,Motj](#); [Easley,Eric \(EID\)](#); [Arcila Villa,Laura](#); [Reist,Noreen](#); [Reist,Noreen](#); [Hart,Indy](#); [Jackson,Mary](#); [Greene,Aaron](#); [Gustison,Barb](#); [Hennig,Robin](#); [Tamlin,Becky](#); [Reising,Steven](#); [Reising,Steven](#); [Fairfax,Kathleen](#); [Wang,Xiaohan](#); [Bush,Daniel](#); [Gao,Wei](#); [jmh4280](#); [Cooney,Jim](#); [Chao,Liu@colostate.edu](#); [shallitan](#); [Cheng,Ying](#); [Thornes,Laura](#); [nicole.tobin@colostate.edu](#); [Nohe,Kevin](#)  
 Subject: MAGA vs MAGIC  
 Date: Friday, July 19, 2019 6:57:02 AM

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Some thoughts about our pal Don Juan Trump. I suspect his slogan **MAGA** may derive from the Hebrew phrase **Krav Maga**, which is an Israeli form of martial arts and means literally **Contact Fighting**. **MAGA** is the contact part of it. It is very clever, since it connotes contact and connection and also warfare, both of which will arouse Trump's alienated base. The Democrats really are lame, like a bunch of technocratic nerds who don't realize the scope of the cultural battle we are engaged in.

It is possible his thug buddy NuttyYahoo suggested it to him, especially since he is fluent in both Hebrew and English and would understand the double meaning.

I fear Trump will win by a landslide, like when Nixon defeated McGovern.

How about this for a Democratic slogan: **MAGIC = Make America Generous Inclusive Caring**.

If we could get Magic Johnson to endorse it all the better!

More and more I don't think Trump himself is the problem. Neither are the redneck lowlifes who support him. The real villains are the Christians who constitute the most devoted part of his base. That they can support this vain, proud, bullying, vulgar, sexist, racist, hedonistic man is appalling. They are traitors not only to their own purported beliefs but to our nation as a whole. **Lock Em Up** should apply to the entire Fakevangelical movement. The Gulag would be too generous a place for them.

Further evidence that Trump is the Antichrist concerns his slogan **MAGA - Make America Great Again**.

Jews Muslims and Christians would never call any human institution great. Greatness only refers to God.

Muslims say **Allahu Akbar - God is great**.

Jews pray three times a day to **HaEl HaGadol HaGibor veHaNorah - The great powerful and awesome God**.

Jesus says the Heavenly Father knows more than he does and that is the true attribute of greatness. He also says: **Woes to Scribes and Pharisees** ...<sup>11</sup> **The greatest among you shall be your servant.** <sup>12</sup> **For whoever exalts himself will be**

**humbled, and whoever humbles himself will be exalted. Woe to you, scribes and Pharisees, you hypocrites! You shut the kingdom of heaven in men's faces. You yourselves do not enter, nor will you let in those who wish to enter.** [This last part might refer to the Pharisaical Church leaders, like Jerry Falwell Jr, whose support for Trump has alienated the entire younger generation and effectively barred them from attending any church.]

There have been human despots throughout history who assumed the title Great, such as Alexander the Great, Peter the Great, Catherine the Great & Frederick the Great. However America is opposed to monarchy and tyranny so Americans should not be enthralled with these kinds of titles.

Even the Catholic Church, which is so powerful and wealthy, refers to itself as the **One Holy Catholic and Apostolic Church**. It never says it is great. (Certain Popes have been designated as Great, such as St. Gregory the Great and St John Paul the Great. That I cannot explain.)

Any believer in God says that God is great and we humans aspire to His blessings: to be blessed by God but not to be great, which is usurping God and that is exactly what the Antichrist does and encourages others to do.

The best we could say about Trump is that he perhaps lacks one of the seven deadly sins namely sloth:

**2.1 Lust**

**2.2 Gluttony**

**2.3 Greed**

**2.4 Sloth**

**2.5 Wrath**

**2.6 Envy**

**2.7 Pride**

Clearly he is very energetic and motivated. However intellectually he appears to be very slothful: he doesn't like to read, he doesn't like to educate or inform himself. So we could say perhaps Trump is guilty of six and a half of the seven deadly sins. And based on that American Evangelicals give him a mulligan and throw the full weight of their support behind him.

The New Testament says that one of the characteristics of the Antichrist is that he will deceive the very elect, which is precisely what Trump has accomplished with his American Christian supporters.

Jewish Mystics teach that evil has no intrinsic reality and merely reflects back to the rest of us our own flaws. Perhaps the one good thing about Trump is that he reveals the hidden ugliness of American culture and the hypocrisy of its churches and religious institutions. And for that we can all feel bitter gratitude.

**MAGIC -- Make America Generous Inclusive Caring**

**From:** [Geary, Melanie](#)  
**To:** [Rich Wall](#)  
**Subject:** RE: Banned words and language  
**Date:** Monday, July 22, 2019 1:15:36 PM  
**Attachments:** [image001.png](#)

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Thank you for your interest in the Colorado State University System. Your correspondence will be shared with the Board of Governors.

Best regards,

Melanie  
Board of Governors Office



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

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

*475 17<sup>th</sup> Street, Suite 1550*  
*Denver, CO 80202*  
*(303) 376-2606 / (970) 297-3606 (direct)*  
*(303) 748-8048 (cell)*  
*[melanie.geary@colostate.edu](mailto:melanie.geary@colostate.edu)*

**From:** Rich Wall <rinchw@gmail.com>  
**Sent:** Friday, July 19, 2019 11:37 AM  
**To:** CSUS Board <csus\_board@Mail.Colostate.edu>  
**Subject:** Banned words and language

Shame on the entire board for even letting the draft of such a document take place.  
Ever heard of the 1st Amendment?

Rich Wall

**Geary, Melanie**

---

**From:** Neth, Cara  
**Sent:** Monday, July 29, 2019 9:37 AM  
**To:** Rich Wall; CSUS Board  
**Subject:** RE: Banned words and language

Dear Mr. Wall,

Thank you for your messages to Chancellor Frank and the Board of Governors. CSU has a proud history as a Land Grant University with one of the nation's most respected ROTC programs. The campus is consistently ranked as one of the top schools for veterans in the country. CSU also has an excellent track record in supporting the First Amendment and free speech, including offering training to thousands of our employees over the last few years on the First Amendment and how it applies to college campuses.

As we have said publicly, the document that you refer to was never official policy or required for use by anyone at CSU. It was absolutely not intended for use by students. In fact, any student at CSU can write the Chancellor and use every one of the words in question and exactly nothing will happen. No one was ever charged by the university to create this guide. It was put together voluntarily by a small group of staff members as a guide for other campus staff who had specifically asked for the information. An initial (October) draft of the document suggested using "US Citizen" or "person from the US" instead of "American/America," since the Americas encompass 42 countries – and our staff members work with students from many of them. But that suggestion was removed from the final draft, which was released in January (and again, only shared with a small number of people on a password-protected site).

We are not going to tell anyone what they can and can't say – but that includes allowing people who are looking for advice on how to be polite and respectful to create their own guidelines for their own use, which is what happened here.

We appreciate your perspective and the opportunity to respond.

Cara Neth, Director of Executive Communications  
Office of the Chancellor

**From:** Rich Wall <rinchw@gmail.com>  
**Sent:** Friday, July 19, 2019 11:37 AM  
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Rich Wall

**From:** [Geary, Melanie](#)  
**To:** [James Coleman](#)  
**Subject:** RE: America  
**Date:** Monday, July 22, 2019 1:16:00 PM  
**Attachments:** [image001.png](#)

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Thank you for your interest in the Colorado State University System. Your correspondence will be shared with the Board of Governors.

Best regards,

Melanie  
Board of Governors Office



**COLORADO STATE UNIVERSITY**  
**SYSTEM**

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

*475 17<sup>th</sup> Street, Suite 1550*  
*Denver, CO 80202*  
*[melanie.geary@colostate.edu](mailto:melanie.geary@colostate.edu)*

**From:** James Coleman <james.cico@gmail.com>  
**Sent:** Friday, July 19, 2019 3:12 PM  
**To:** CSUS Board <csus\_board@Mail.Colostate.edu>  
**Subject:** America

I understand you don't like the word American. Well kiss my American ass you bunch of communist assholes.

James Coleman

**From:** Neth, Cara  
**Sent:** Monday, July 29, 2019 11:45:40 AM (UTC-07:00) Mountain Time (US & Canada)  
**To:** James Coleman; CSUS Board  
**Subject:** RE: America

Dear Mr. Coleman,

Thank you for your message to Chancellor Frank. Please be assured that we love the word American at CSU, and we are very proud that CSU is a great American land-grant university.

As we have said publicly, the document that you refer to was never official policy or required for use by anyone at CSU. It was absolutely not intended for use by students. In fact, any student at CSU can write the Chancellor and use every one of the words in question and exactly nothing will happen. No one was ever charged by the university to create this guide. It was put together voluntarily by a small group of staff members as a guide for other campus staff who had specifically asked for the information. An initial (October) draft of the document suggested using "US Citizen" or "person from the US" instead of "American/America," since the Americas encompass 42 countries – and our staff members work with students from many of them. But that suggestion was removed from the final draft, which was released in January (and again, only shared with a small number of people on a password-protected site).

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The bottom line is this: On any campus, there will be people who will enthusiastically try to persuade others of the correctness of their views. We consider it a responsibility of education to teach students enough of history logic, and reason to seek out the truth, think for themselves, and make up their own minds as to what to believe. The CSU campuses all have enough prominent alumni from all ends of the political and philosophical spectrum for me to believe we do this pretty well.

Cara Neth, Director of Executive Communications  
Office of the Chancellor  
(and not a communist)

**From:** James Coleman <[james.cico@gmail.com](mailto:james.cico@gmail.com)>  
**Sent:** Friday, July 19, 2019 3:12 PM  
**To:** CSUS Board <[csus\\_board@Mail.Colostate.edu](mailto:csus_board@Mail.Colostate.edu)>  
**Subject:** America

I understand you don't like the word American. Well kiss my American ass you bunch of communist assholes.

James Coleman



**Geary, Melanie**

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**From:** Mark Munson <mgmunsonfamily@verizon.net>  
**Sent:** Sunday, July 28, 2019 5:55 AM  
**To:** CSUS Board  
**Subject:** LISTEN UP

As the parent of a CSU student, I am disgusted, appalled and colossally disappointed in CSU's new inclusive language guideline.

All the crap going on on that campus and this is what you spend your time on?

Our daughter could have gone to any elite university in the Boston area, but CSU is what we settled on and now we regret it terribly.

It's fascinating how literally every week we get some email or text about some dangerous freak with a gun on campus, some perp pulling a knife on campus, some student waking to a male standing over her, tuition bills, sporting events, but no email about CSU's new guideline. Did the foolish, misguided university honestly think the people who every staff member's salary were not going to hear about this or not care? It is all over the news, everyone on the East Coast is making fun of the college and it's new guideline. I don't dare tell anyone our daughter attends CSU. It is embarrassing. I actually just threw my CSU sweatshirt - that I used to proudly wear - into the trash.

There is not a chance in hell our other children, who planned on also attending CSU, will be applying to the college. We are literally inches from pulling our daughter out of the university.

We pay a lot of our hard-earned money for out-of-state tuition so that our child can learn and earn a degree, NOT so some dim witted nitwit twiddling their thumbs can sit around dreaming up crap that offends America and infuriates CSU's customers.

We are furious and disgusted.

-Lisa Munson

**Geary, Melanie**

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**From:** Neth, Cara  
**Sent:** Tuesday, July 30, 2019 10:16 AM  
**To:** mgmunsonfamily@verizon.net  
**Cc:** Olsen, Nik  
**Subject:** Your email to the Board of Governors

Dear Ms. Munson,

Thank you for your message to the Board of Governors. We absolutely respect the concerns you raise and your perspective as a parent. I am replying on behalf of the Board and CSU System, but I am also sharing your message with President McConnell at CSU so that she may respond more directly to the issues you raise. (Nik Olsen, copied here, works for President McConnell.)

As the CSU System and campus have both said publicly, the document that you refer to was never official policy or required for use by anyone at CSU. It was absolutely not intended for use by students. (In fact, any student at CSU can write the Chancellor and use every one of the words in question and exactly nothing will happen.) No one was ever charged by the university to create this guide. It was put together voluntarily by a small group of staff members as a guide for other campus staff who had specifically asked for the information. An initial (October) draft of the document suggested using "US Citizen" or "person from the US" instead of "American/America," since the Americas encompass 42 countries – and our staff members work with students from many of them. But that suggestion was removed from the final draft, which was released in January (and again, only shared with a small number of people on a password-protected site).

CSU has a proud history as a Land Grant University with one of the nation's most respected ROTC programs. The campus is consistently ranked as one of the top schools for veterans in the country. CSU also has an excellent track record in supporting the First Amendment and free speech. The University is not going to tell anyone what they can and can't say – but that includes allowing people who are looking for advice on how to be polite and respectful to create their own guidelines for their own use, which is what happened here.

The bottom line is this: On any campus, there will be people who will enthusiastically try to persuade others of the correctness of their views. We consider it a responsibility of education to teach students enough of history logic, and reason to seek out the truth, think for themselves, and make up their own minds as to what to believe. The CSU campuses all have enough prominent alumni from all ends of the political and philosophical spectrum for me to believe we do this pretty well, but your concerns as a parent matter to the System and the campus. We sincerely appreciate you sharing them, and the opportunity to respond.

Cara

Cara J. Neth  
Director, Executive Communications  
Colorado State University System

# APPENDIX III

*Higher Ed Readings*

### Public-private partnerships take new shapes

*May 5, 2019; The Chronicle of Higher Education*

Public-private partnerships, or P3s, have been commonly used by institutions of higher education to build and operate student housing, but with the financial and political pressures facing higher ed today, many institutions are exploring the use of P3s for other campus infrastructure development, like hotels and arenas, as well as activities closer to the academic core like online program management and advising. Two examples of this new use of P3s include The Hotel at the University of Maryland at College Park and a Concordia University at St. Paul partnership with Learning House to boost academics.

### Guest commentary: Student mental health and well-being is a critical issue on every campus in the country

*May 21, 2019; The Denver Post*

Student mental health is a critical issue for every college campus and administration. The Center for Collegiate Mental Health reports an increase every year for the past eight years in rates of self-harm, suicidal ideation, and suicide attempts. 1,196 college students have committed suicide during this same time frame. And suicide is only one piece of the crisis – almost three quarters of students report their mental health negatively impacts their academic performance, and college counseling centers are struggling to keep up with the demand for services. CSU has taken several steps over the years to increase mental health services on campus. In 2010, counseling and medical facilities were integrated into a single system. In 2014, the Student Health team took up an early intervention model, that led to a number of additional initiatives – expanded counseling resources, enhanced support for student veterans, and the launch of a mobile food pantry, among others. In 2016, the university entered into a P3 with Grit Digital Health and launched YOU@CSU. In a follow up survey, 87 percent of students had discovered new campus resources through the platform and 76 percent reported improved stress management. While there is still work to be done, on the CSU campus and nationwide, there is hope that innovations in technology, partnerships to share resources, and a collaborative approach can make a difference in the mental health crisis.

### How university labs landed on the front lines of the fight with China

*May 31, 2019; The Chronicle of Higher Education*

The U.S. and China began normalizing relationships in the 1970s, capped by an agreement between President Jimmy Carter and China's vice premier Deng Xiaoping in 1979. For years, the U.S. held the upper hand in this collaboration. In recent years, however, the dynamic has shifted as China has invested deeply in research, and the U.S. has cut funding. In the face of these cuts, U.S. universities deepened their ties with foreign funding and talent, and by November 2018, the U.S. and China were each other's top research collaborators. But there has not been centralized oversight of these relationships, and as tensions between China and the U.S. increase, the U.S. government has increased the pressure on university leaders to develop rules around their relationships with Chinese scholars and researchers to prevent stolen trade secrets and economic theft. Universities have pushed back, pointing to undeniable contributions made by foreign collaborators and examples of scientists wrongly accused. They also argue that values of openness and collaboration are what make American higher education so successful and appealing. Despite the pushback, universities are making some changes, including discouraging

faculty members from participating in Chinese talent-recruitment programs, more closely scrutinizing research collaborations, and rejecting Chinese money for research.

### [How the democrats got radicalized on student debt](#)

*June 5, 2019; The Atlantic*

During the 2008 presidential primaries, the conversation around student debt and college affordability focused mainly on Pell grants. But by the time Barack Obama was sworn into office, the recession had hit, which had multiple effects on higher education: enrollment ballooned, with total college enrollment growing by 3 million between 2006 and 2011; state funding for universities shrank dramatically, with state appropriations per student down by an average of more than 13 percent at the peak of the recession; and the housing bubble had burst which meant fewer middle- and upper-income students could borrow on their parents' home equity lines and turned instead to bank-based loans. Against this backdrop, Obama focused on cost transparency, increases to Pell, a switch to direct lending, and changes to income-driven repayment of loans, but by 2013, student debt had reached \$1 trillion – simply the result of millions of additional students attending college at a time when funding was low. Many states created “college promise” or “free college” programs, but it was Bernie Sanders, with his plan to make public colleges and universities free for all, and Elizabeth Warren, with her debt-free college plan, who in 2015 pushed the Democratic Party officially onto the free college / no student debt platform.

### [Higher education has become a partisan issue](#)

*July 5, 2019; The Atlantic*

According to a Pew Research Center survey, 61 percent of Americans are worried about the trajectory of colleges and universities in the U.S., and this confidence in higher education has been decreasing for several years. While many democrats focus on the cost of tuition, and, to a lesser extent, graduates' lack of workplace skills, for many republicans the distrust stems from a view that colleges and universities have a strong liberal bias. A recent touchpoint has been the decision by Harvard to rescind the admission of Kyle Kashuv, a conservative activist. Experts have wondered whether this partisan mistrust would translate into tangible financial penalties for higher ed. So far, as evidenced by Montana's six-mill levy vote in 2018, voters still recognize the good their local schools do, even if they are skeptical of higher education more broadly. But when the choice is not up to voters, but rather to individual politicians, the costs can be much more severe, as a look to the recent 41 percent cut of the University of Alaska system's budget will show.

### [CSU Campus at the National Western Center Quarterly Newsletter—July](#)

Check out the latest news from the CSU Campus at the National Western Center!

## **Public-private partnerships take new shapes**

*The Chronicle of Higher Education*

Higher-education institutions once handled almost all the functions necessary to enroll, educate, and graduate students. They built and maintained residence halls, sports complexes, and rec centers. They operated their own power plants, laid cable, and pushed steam through underground pipes. They ran kitchens to feed thousands of people, opened stores to sell toiletries, snacks, books, and memorabilia. Security, parking, marketing ... the list of duties beyond the classroom goes on.

Today, financial and political pressures are leading more institutions to focus on the academic core — teaching and research — and to transfer much of the rest of their operations to companies that specialize in those areas. Enter the public-private partnership: a kind of marriage between an institution and a private company, in which the company often finances, designs, builds, and operates a college "asset," as industry insiders call the outsourced facilities and services. Those projects can be fraught with problems over the control, revenue, and risk of a particular campus activity or asset.

While P3s, as the partnerships are known, have long been used to build and operate student housing, they are increasingly being developed now for other kinds of campus infrastructure, like hotels and arenas. And some people see P3s expanding into activities that are closer to the academic core, like online program management and advising. Here are two case studies of successful partnerships.

### **The Hotel at the University of Maryland at College Park**

The strip of Baltimore Avenue that runs in front of the University of Maryland at College Park has long had its share of eyesores. With its cluster of car-oriented, fast-food restaurants and auto-repair shops, the community didn't exactly bring a shine to the institution. The university has longed to change that.

A cornerstone of that plan has been the Hotel at the University of Maryland, the first hotel to open near the campus since the 1960s. The project was the culmination of a series of partnerships among the university, its foundation, a development company connected to the university, the local government, and a private developer.

The Terrapin Development Company, created by the foundation and the university, was charged with transforming 17 properties that the university had acquired on the strip. In the case of the hotel, the university transferred that property to the development company, putting the land on the tax rolls and easing negotiations with the city.

Terrapin Development also found an unusual P3 partner: The Southern Management Corporation, a company that builds and operates apartment buildings and hotels in the mid-Atlantic region, was owned by a Maryland alumnus, David Hillman.

Hillman was willing to put up all the investment money for the project — \$180 million — without help from the university or the state. The university has a lease on the land and will get a

percentage of the gross revenue from the hotel, which includes restaurants, a spa, a fitness center, and meeting space.

"Obviously, because we share in the gross revenue, we have an incentive for the hotel to continue to do well," said Ken Ulman, president of Terrapin Development. But he noted that the university is not responsible for the performance of the hotel.

The hotel, which opened in 2017, has already spurred nearby development, also in the form of partnerships: WeWork, a company that develops and runs shared working spaces, opened a location behind the hotel, its first on a college campus. And nearby the Capital One Tech Incubator — a partnership between the financial company and the university — opened late last year. Capital One gave about \$6 million to the university to support laboratories, faculty positions, and the creation of the incubator; the company may benefit from access to student and faculty work in the space.

### **A P3 Boosts Academics at Concordia U. at St. Paul**

Concordia University at St. Paul has a range of partnerships, but one of the most prominent is its relationship with Learning House, a company that offers services in academic program management.

Eric LaMott, provost and chief operating officer of the Minnesota university, said colleges always believe they can handle the administration of academic programs by themselves. But the complexity of the sector and the competitive pressures within it have grown significantly in recent years, and colleges have trouble getting the right people to spin up new programs.

"I tell everybody I am focused entirely on talent acquisition," he said. "In some categories where I can't get good talent, I'd rather put the tasks on the shoulders of another professional group and say, You're responsible for achieving these outcomes."

Concordia formed its partnership with Learning House in 2012. The company works on branding, marketing, recruitment, and retention for the university's adult undergraduate programs and many master's programs, both on the ground and online. (While the company helps recruit students, LaMott stressed that admissions decisions are always made by the university.)

The company can also identify academic programs that could have potential for the university, and help get them off the ground. For example, Learning House identified a regional need for a computer-science program, then went to industry experts to find out what skills employers wanted applicants to have. It provided Concordia with content and resources from its technology boot-camp programs, and faculty members used that information to build lesson plans for the new degree program.

Attending to the elements of partnership is among the most important aspects of the relationship, LaMott said. That has required the university to break down some of the operational walls between departments on the campus, and to align their duties with Learning House.

Administrators have pushed staff members at Concordia to accelerate their responses to the company and developments in their shared projects. Given that its activities affect students directly, a failure by Learning House would reflect poorly on the institution as well.

"This is not a vendor," said LaMott. "This is a partner and a relationship, because they are holding our entire brand in their hands." He sees Learning House as a kind of investment firm.

"They're investing in this institution," he said, "expecting that we're going to be able to return that investment."

*Scott Carlson is a senior writer who covers the cost and value of college. Email him at [scott.carlson@chronicle.com](mailto:scott.carlson@chronicle.com).*



**Guest commentary: Student mental health and well-being is a critical issue on every campus in the country**

*The Denver Post*

I have served as President of Colorado State University for 11 years, and during my tenure we have had 60 students or recent graduates die by suicide. Sixty promising lives cut short. Sixty families devastated. Sixty times our campus community had to ask why.

It's a critical issue facing every campus in the country. According to the Center for Collegiate Mental Health, for the past eight academic years, nationally, there have been increases in rates of self-harm, serious suicidal ideation, and suicide attempts among students seeking counseling on campus. Tragically, 1,196 college students in the United States took their own lives over this same period.

Perhaps most alarming is that suicide only represents part of the campus mental health crisis. A 2017 Healthy Minds Study reported that 74 percent of students said their mental health had negatively impacted their academic performance in the previous four weeks. With this, college counseling centers are inundated and struggling to keep up with the demand for services. Addressing this issue must be one of the top priorities of higher education, beginning with college presidents on every campus.

This is a challenge we have undertaken in earnest at Colorado State University, and there are lessons from our experience we believe can be helpful for others. In 2010, CSU took a major step in creating a united front to address mental health issues by integrating our counseling and medical facilities into a single system. While this transition created a unified front that supported mental wellness within the CSU Health Network, we were still missing a campus-wide approach that supports each and every student 24 hours a day.

Five years ago, our Student Health team decided to take bold action. We decided the best defense would be a good offense and that the most successful approach to suicide prevention would be an upstream, early intervention model that connected with students well before they were in crisis. The big "aha" for our team was when we realized the more we encouraged well-being in all aspects of our students' lives, the more we were proactively encouraging them to be self-aware and take charge of their health. We took an innovative approach to our model and designed a new way to help students navigate life and campus, especially in that important first year.

The key finding from the research was clear: everyone is on their own journey, wrestling with their own personal issues. We realized it wasn't just about mental health, but about supporting students in a more comprehensive way. This led to a number of critical initiatives – including the launch of a mobile food pantry, expanded counseling resources, enhanced support for student veterans, an increase in scholarship aid for our lowest-income students, a focus on high-impact practices that support student success, and an overriding message that Rams Take Care of Rams.

Still, we saw gaps in our ability to leverage all of these resources in a way that was easily accessible to students. With that in mind, CSU entered into a unique public/private partnership with Grit Digital Health. Together, we developed "YOU at College," a digital solution that

personalizes well-being for each student. The portal — called YOU@CSU on our campus — takes a comprehensive approach to well-being by providing utility for each student across three domains of wellness: Succeed (academic and career success), Thrive (mental and physical health) and Matter (meaning and campus connections). It supports students with whatever challenge, no matter how big or small, creating an accessible, all-in-one tool to help students.

We launched YOU@CSU to our entire campus community in the spring of 2016. In surveying users, 87 percent of students discovered new campus resources, and 76 percent of students reported improved stress management. In addition to its success at CSU, one of the best aspects of the technology is its scalability to support a growing network of campuses committed to student well-being. YOU at College is now on 30 campuses nationwide, ranging from large public universities to private schools and community colleges.

This is a wonderful tool – but it’s not a magic wand. Students are still struggling. But with YOU@CSU, in combination with a robust campus support network, we are beginning to help students understand they are not alone in times of crisis – or any time they need a helping hand. It will take each and every good idea to make progress against the student mental health crisis. But working together, pooling and sharing our innovations and utilizing technology and the private sector, we can make an important difference. The lives entrusted, however briefly, to our care demand nothing less than our sustained and best effort.

*Tony Frank is president of Colorado State University. He is retiring in June.*

## **How university labs landed on the front lines of the fight with China**

*The Chronicle of Higher Education*

The email sparked panic. “Effective immediately, the Johns Hopkins School of Medicine is temporarily halting the appointment of visiting scientists,” wrote a medical-school administrator to the neurology department last fall.

Researchers who saw it felt they knew what it was really about: China. The country wasn’t named, but excerpts of the message rippled through Chinese social media, newspapers, and websites. The implications were devastating: Here was one of the most prominent medical schools in the United States, banning scientists from a crucial research partner out of a fear that they would steal ideas or — worse — that they could be spies.

Johns Hopkins administrators were dismayed for a more immediate reason. The email was inaccurate, announcing a policy that didn’t exist, a spokeswoman for the medical school told *The Chronicle*. “The whole thing was a nightmare for us.”

But this “nightmare” did not come out of the blue. It was easy for some to believe the Hopkins email was a real policy change as tensions mounted between the two countries. Reports of sensitive information ending up in China had appeared in the news earlier in the year. Government agencies and elected officials had warned university leaders that they needed to act. An international science research partnership that had grown stronger over 40 years suddenly seemed to be decaying, and the Hopkins email felt like a natural next phase of that decay.

The email came in response to a call from the National Institutes of Health’s director, who warned that bad actors could exploit the open research environment and peer-review process cherished by American universities. Hopkins was reinforcing the NIH’s message, but the spokeswoman said the university had no intention of banning foreign researchers.

Still, scholars wanted a more forceful gesture of solidarity with the Chinese researchers on campus, the spokeswoman, Audrey M. Huang, said. One academic told her that he was considering leaving Hopkins, she said. And other researchers, outside Hopkins, took the episode as further evidence that the country that had long embraced Chinese researchers might no more.

The U.S. and China have entered a new era of their complex relationship. This phase is combative and competitive — some say it’s the genesis of a new Cold War. To U.S. officials, university laboratories are on the front lines. They’re where the tools that will control the future of medicine, warfare, and the economy are being developed. The theft of that work, they say, could unfairly benefit a growing rival. In the hands of an authoritarian regime, these tools can also be used for surveillance and suppression. So some American universities are discouraging certain work in China and rejecting money from some Chinese companies — knowing that if they don’t act fast enough on their own, lawmakers will clamp down.

But universities are in a bind. One of the tenets of American higher education is that collaboration among the best minds will yield progress in science and technology, and China is America’s top collaborator in published scientific research. Campuses are loath to jeopardize that

relationship, fearing the loss of talent, money, and future discoveries if walls are built up too high. There have been charges of theft, but it's not entirely clear to college leaders how big the problem is. The uncertainty has bred mistrust and suspicion. Swaths of U.S. researchers of Chinese descent feel unfairly targeted.

About 500 miles from Johns Hopkins, Duxin Sun saw reports of the email and the policy. With so many rumored new restrictions, it had become hard to discern what was real and what wasn't. He thought the story sounded too extreme to be true. But in the last year, Sun, a pharmaceutical-sciences professor at the University of Michigan at Ann Arbor who moved to the United States from China in 1994, has started to pay more attention to the political rhetoric about China.

He fears that the very thing that attracted him to America may be at stake.

If higher education starts to question its openness, he said, "we start our own self-destruction."

Sun earned his bachelor's and master's degrees in pharmacy in Shanghai in the late 1980s and early 1990s, studying inflammation and cardiovascular disease. The field was big, but he connected with a Vanderbilt professor at a Montreal conference. That professor wanted a research assistant — and quickly recruited Sun.

Sun soon wanted to do more. He quit the lab and earned his Ph.D. in pharmaceutical sciences at the University of Michigan. After a few years in industry, he was hired as an assistant professor at Ohio State University, taking a 30-percent pay cut, he said.

He couldn't have done his work, which focuses on cancer treatment, without collaborating with other researchers. "I stepped on their shoulders," Sun said. "They helped me."

The Michigan professor's trajectory is one that many in academe cherish. But it wouldn't have been possible before the U.S. and China normalized scientific relations in the 1970s. In that decade, after an era of estrangement, the two nations flirted with cooperation — and then made it official.

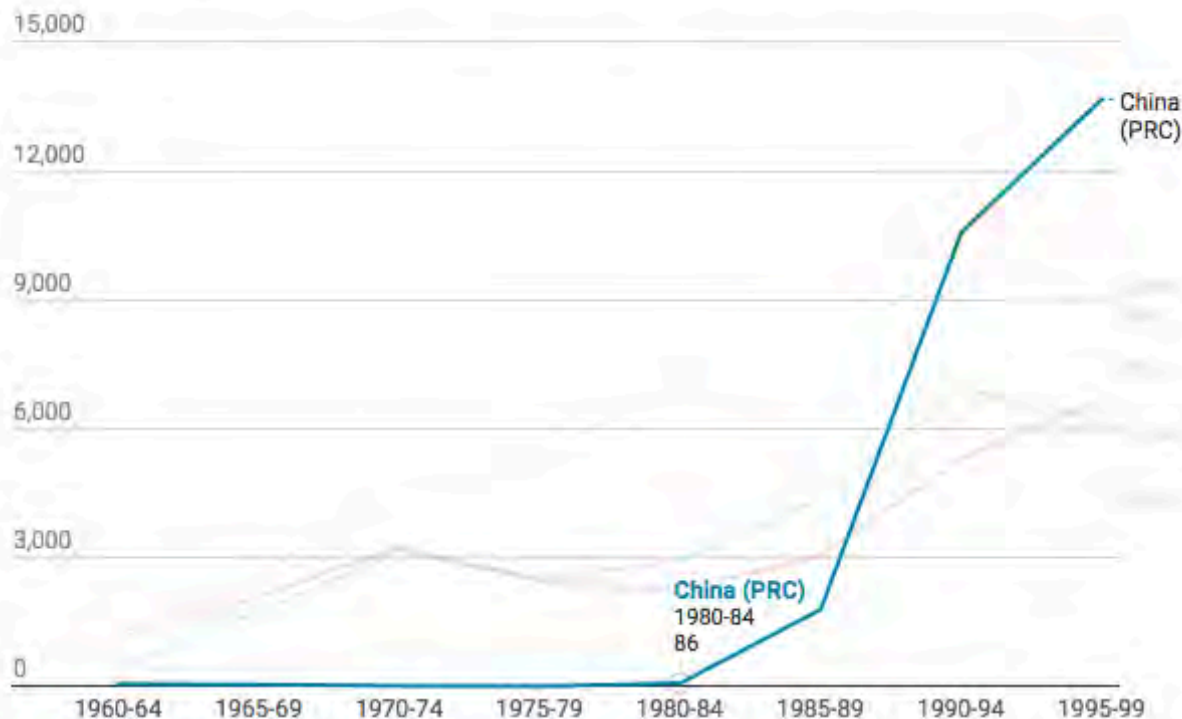
First, an American plant physiologist and a geneticist visited China in 1971 — thought to be the first scientists to do so in decades, *The New York Times* reported. It was front-page news: "U.S. Biologists in China Tell of Scientific Gains," read [the headline](#). The following year, 11 Chinese doctors visited American hospitals, sharing news of Shanghai's new birth-control efforts, the *Times* reported.

In 1979, an agreement between President Jimmy Carter and Deng Xiaoping, China's vice premier, sparked larger-scale science-and-technology collaborations between agencies, universities, and individuals.

For China, the benefit was clear: Cooperation and exchange would help its scientists catch up to innovative Western practices and strengthen the country's economic muscle. For the U.S., the arrangement meant new opportunities to recruit top students and scholars — and the immeasurable possibilities of scientific discovery in a new place.

## Chinese Doctoral Students Coming to the U.S., 1960-99

A 1979 agreement sparked larger-scale science-and-technology collaborations between the U.S. and China. Student enrollment soared soon after.



Get the data - Created with Datawrapper

**SOURCES:** NSF/NIH/USED/NEH/USDA/NASA, Survey of Earned Doctorates and Doctorate Records

Over the last four decades, however, the dynamic has shifted.

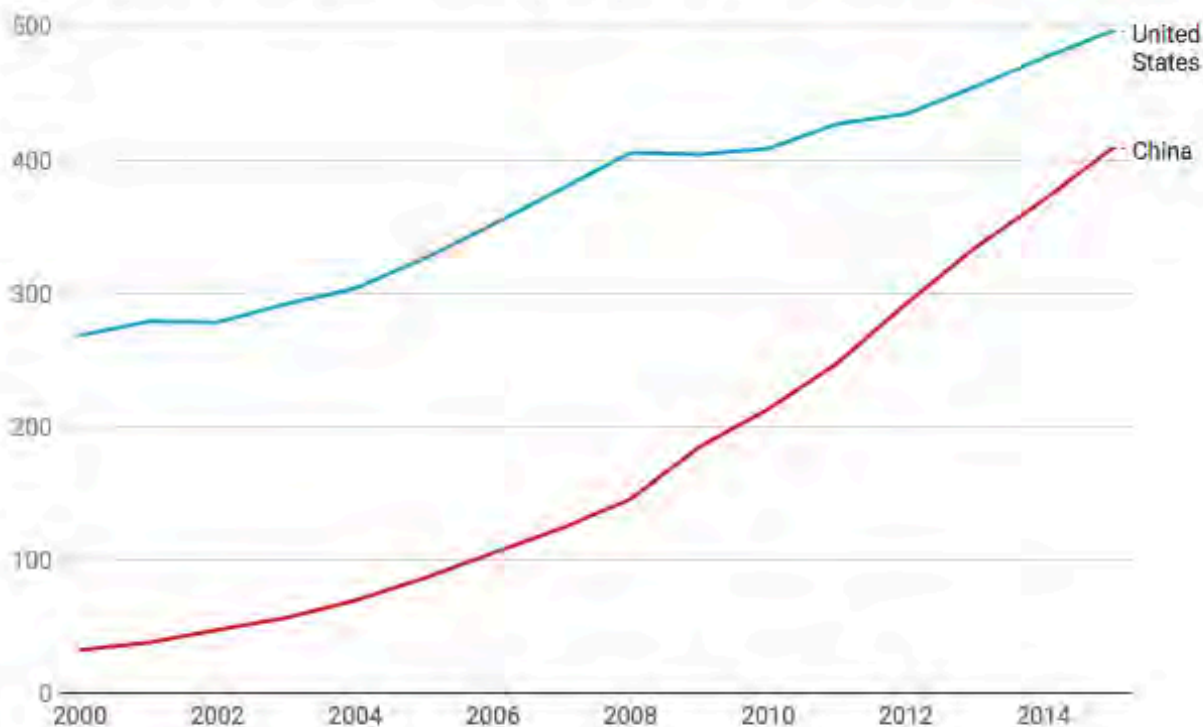
Chinese science took huge strides as the nation invested deeply in research, according to a [2014 assessment](#) prepared on behalf of the U.S.-China Economic and Security Review Commission. Meanwhile, that report found, the U.S. had less money to go around.

Facing that shortage, American universities chased foreign funding and talent. China provided. Chinese graduate students in science and engineering fueled publications. In the year ending in November 2018, the U.S. and China were each other's top research collaborators, according to [the Nature Index](#), which tracks natural-science collaborations in papers published in 82 top science journals.

The U.S.'s upper hand in this partnership was slipping. Its new reliance on China, however, did not come with tight, centralized oversight of the relationship. Not all American universities knew which of their professors were participating in programs hosted by Chinese universities. Some faculty members didn't report all of their foreign research to U.S. granting agencies.

## China Began Investing in Research, and America's Upper Hand in the Partnership Slipped

China's spending on R&D has seen an eightfold increase since 2000. American spending has not kept pace, narrowing the research gap between the two countries.



[Get the data](#) - Created with [Datawrapper](#)

**Note:** These data come from data for the top eight R&D-performing countries and the entire EU. Data for the United States in this figure reflect international standards for calculating gross expenditures on R&D, which vary slightly from the National Science Foundation's protocol for tallying U.S. total R&D.

**SOURCES:** National Science Foundation, National Center for Science and Engineering Statistics, National Patterns of R&D Resources (annual series); Organisation for Economic Co-operation and Development, Main Science and Technology Indicators (2017/1); United Nations Educational, Scientific and Cultural Organization, Institute for Statistics database, [data.uis.unesco.org](http://data.uis.unesco.org).

And as the Chinese Communist Party consolidated power, tensions grew between the two governments. China-watchers worried about allegations of human-rights violations by the

government of Xi Jinping, who assumed power in 2012. Could groundbreaking research, exported to China, be used to control speech, track down citizens, and detain ethnic minorities? Could it help create weapons? And is collaborating with a university the same thing as collaborating with the Communist Party?

A few noteworthy cases brought concern. Tianjin University professors who earned [their Ph.D.s at the University of Southern California](#) were charged in 2015 with [stealing trade secrets](#) that could bolster military operations, according to the FBI. Last year, China reportedly tested a so-called invisibility cloak that can shield objects from detection. Some U.S. officials believed the technology was taken from a Duke University lab by a former researcher.

This past February, U.S.-China research relationships were again front-page news. But [The Times's headline this time around was far bleaker](#): “American DNA Expertise Helps Beijing Crack Down.” Chinese authorities, according to the report, were comparing genetic material provided by a Yale University geneticist with the DNA of the Uighur people, a Muslim minority [that the Chinese government has interned en masse](#).

Robert Daly, director of the Wilson Center's Kissinger Institute on China and the United States, put it plainly as he addressed an open forum at the University of Colorado at Boulder in March.

Beijing and Washington agree that leading in technology and innovation will be key to making the global rules, Daly told the forum. Think artificial intelligence. The Internet of Things. Electric vehicles. 5G. The nation that most quickly develops and sells these technologies will be the “pre-eminent nation looking forward.”

That's why campus laboratories aren't just hot spots for international collaboration. They're seen by some U.S. officials as battlegrounds.

The dynamic will remain true for decades, Daly told the gathered crowd, which included research and compliance officials and international-affairs staff members. “And it's going to pose challenges to all of you.”

The open forum was Daly's fifth meeting that day in Boulder — at least. He's become a go-to expert for research universities looking to teach their faculty and staff about the geopolitical realities that may shape their work. “Every AAU, APLU institution wants to get him on their campus,” an administrator said, introducing Daly.

For Daly, higher education needs a nuanced solution. Universities must broadcast the benefits of collaboration to skeptical U.S. officials, he said. Chinese scholars in the U.S. have provided immense benefits to American higher education and society at large. But higher education has become the heart of the conflict between the U.S. and China, he said in an interview, and campuses need to take precautions.

It's not just about economic theft. One administrator at a top public research university told Daly that a possible partner, who proposed a collaboration on global positioning systems to study natural disasters, was deeply involved in surveillance and re-education camps. Even nominally

private enterprises are “subject to the control of the Chinese Communist Party — and increasingly so,” he told the Boulder audience, without naming the university.

Daly's warnings join a chorus of messages to university leaders that they need to protect their work before the power is taken out of their hands.

Richard N. Haass, president of the Council on Foreign Relations, warned higher-education leaders in March that if universities don't develop rules to govern their relations with the Chinese government, “it's going to be done for them by Congress or the executive branch.”

In April, at a Senate hearing on the NIH's budget, Roy Blunt, Republican of Missouri, wanted to know how the agency was holding university leaders' feet to the fire.

“Foreign governments are initiating systematic ways to influence our research and frankly to take advantage of our research by stealing it,” he told Francis S. Collins, the director. “NIH has to be sure that the research community is fully aware of the threats.”

Collins tried to assure the senator that he and the universities that receive NIH funding are taking unprecedented steps to protect their cutting-edge work. In August 2018, he wrote a letter to more than 10,000 NIH grantee institutions warning of the exploitation of the peer-review process and saying researchers had not disclosed funding from foreign governments.

“There was initially some surprise and maybe even denial that that could be happening in these institutions,” Collins told the Senate panel. “We are now seeing statements from some of those institutions, very strongly worded, to their own faculty saying, ‘We realize we have a problem, too.’”

And the agency has gone further than warning letters. Three scientists were ousted from MD Anderson Cancer Center at the University of Texas after receiving letters from the NIH questioning their conduct. MD Anderson said they had shared grant applications they obtained as peer reviewers with third parties in China and failed to disclose appointments or other sources of funding from China, according to documents reviewed by *The Chronicle*. (This was first reported by the *Houston Chronicle* in April.)

Then, in May, [Emory University announced](#) that two faculty members were no longer employed after an investigation found they had “failed to fully disclose foreign sources of research funding and the extent of their work for research institutions and universities in China.” Emory said its investigation was prompted by an NIH letter, and one of the professors disputed the allegations in a statement to *Science Magazine*.

The NIH is investigating scientists in at least 55 institutions for a range of questionable behavior, according to Michael S. Lauer, deputy director for extramural research. One area of concern is when U.S.-funded scientists set up identical labs in China, he said, and don't report their Chinese grants for that work. He called that practice “double dipping” — and arguably a waste of U.S. taxpayer money.



“What makes me hit my head against the wall is when we and the American institutions know nothing about what’s going on,” Lauer said. “We have heard administrators from American institutions saying, I had no idea that one of the most prominent members of my faculty was spending three months in China running a huge operation there.”

The NIH is not the only agency to act. The State Department has put restrictions on Chinese students seeking visas to study in certain areas, according to *The New York Times*, while the Departments of Energy, Defense, and Commerce have announced plans to pare back research in “sensitive” countries, consider new ways to protect technology from theft, and tighten export controls.

To bring these agencies together, U.S. Senators Marco Rubio, Republican of Florida, and Mark R. Warner, Democrat of Virginia, have proposed an office at the White House to protect intellectual property and sensitive information. Bipartisan legislation in the House, supported by the Association of American Universities and several major research universities, would coordinate that effort out of an existing White House office.

Rubio has gone so far as to call China and its state-directed institutions a “long-term threat to U.S. economic and national security.”

“American universities would be wise to wake up to that fact,” [he said in an April statement](#). He did not respond to *The Chronicle*’s request for comment.

The message that universities are naïve actors is one echoed by the FBI, which has also prodded campus leaders to take action. Christopher Wray, the director, praised some universities for taking on the issue at an event at the Council on Foreign Relations in April. Still, he said, “the academic sector needs to be much more sophisticated and thoughtful about how others may exploit the very open collaborative research environment that we have in this country and reverse in this country.”

Professors say this message undervalues enormous contributions, long-held and productive relationships, and the care with which scientists approach their work. They also point to examples of Chinese-American scientists who have been wrongly accused. In 2015, for example, Xiaoxing Xi, a physics professor at Temple University, was charged with sharing sensitive information with China, but all the charges were later dropped. He is now suing the FBI agent who brought the case, saying he falsified information.

University leaders at [Yale University](#), [Stanford University](#), and the [University of California at Davis](#) have spoken out in support of international scholars. They say they are listening when U.S. officials tell them to pay attention. Still, some say they need more clarity on what to look for.

“University associations have been working with the intelligence and security communities to try and obtain firm examples that illustrate the threat we face so that we can defend against those threats,” said Tobin Smith, vice president for policy at AAU. “The more general the statements, the harder it is for us to come up with real solutions.”

In December, China's New York consulate general approached Ohio State with a proposal. Two officials from the consulate's science-and-technology section wanted to meet university administrators and tour nanomedicine and manufacturing facilities the following week.

A university administrator said no, citing the short notice and suggesting a possible future visit. Feng Hu, the vice consul, responded: Could they still contact faculty members directly to set up a meeting?

In no uncertain terms, Provost Bruce A. McPheron said no: "Your proposed visit on Dec. 19 cannot be permitted."

But the delegation came anyway. On December 19, two people visited the university's electro-science laboratory, the chemical-and-bioengineering building, and the Thompson Library, spokesman Benjamin Johnson wrote in an email.

"We understand that consular officials met with some university community members independently," he wrote. They did not access secure locations with "stringent entry requirements," and when they were seen entering the library that afternoon, they were asked to leave campus.

The visit may have simply been an opportunity for scientists to show off their work. Tours like this are normal on college campuses. But U.S. agencies have urged more scrutiny. Just that week, a group advising the NIH director called scholars' visits "potential entry points for unwanted information gathering" in a presentation on foreign influences on research integrity.

Ohio State told the State Department's Office of Foreign Missions about the visit.

The episode shows how a new era in U.S.-Chinese relations upends old norms. It's hard, though, to imagine how to root out the very few collaborations that have raised suspicions without damaging the many important ones.

"You don't want to send the message to arguably the largest talent pool in the world," Daly said in an interview, "that they are a despised class in America."

To walk this line, universities are paring back certain research relationships and adding more scrutiny to others, looking more carefully at the contracts they sign.

A major change is that some campuses are discouraging their faculty members from participating in Chinese talent-recruitment programs, part- and full-time visiting appointments some see as an honor. The FBI has said these programs are part of a Chinese strategy "luring" expertise to their universities. Scholars who participate, the agency warned, could be violating export-control and espionage laws: "A simple download of intellectual property or proprietary information has the potential to become criminal activity," [an FBI pamphlet reads](#).

The warning is sinking in at the University of California at San Diego. At least a half-dozen people by January had opted out of these programs after hearing about the risks, said Sandra A.

Brown, the university's vice chancellor for research. But it's hard for university leaders to keep track of who's participating. Brown said faculty members have been approached outside their university email addresses.

Picking a Chinese scientist as a partner in research has begun to raise questions, too. In April, the Massachusetts Institute of Technology [said it would start scrutinizing more carefully](#) "elevated risk" collaborations between its faculty and people or entities in China, Russia, and Saudi Arabia.

Universities are also rejecting Chinese money for research. Heavyweights like Cornell and Stanford Universities and MIT have halted new research agreements with Huawei, a Chinese telecommunications company under scrutiny by the U.S. government.

The American Council on Education, writing to its member presidents and chancellors in May about the risk posed by China, wrote: "Some foreign governments play a major role not only as a financier but also in directly or (more often) indirectly shaping the partnership's form and content."

At a University of Michigan forum hosted by the institution's Chinese faculty association, Mary Gallagher, director of the Center for Chinese Studies, said U.S. universities need to stick to their values of openness. That's why American higher education is so appealing, she said.

In an interview, Gallagher said pamphlets like the FBI's urge restrictions that mirror China's suspicion of outsiders. That "undermines our long-term ability to compete and attract scientists from all over the world."

Duxin Sun attended that meeting. The administrators responded to faculty members' concerns and expressed support for members of the association of Chinese professors. Sun felt reassured by his institution's stance.

He believes universities absolutely must enforce conflict-of-interest rules. And in sensitive research areas, restrictive guidance is necessary.

But so much of the political rhetoric surrounding that guidance, he thinks, paints all Chinese scholars with a broad brush. Sure, there are qualifiers, saying that the majority of collaborative science is done honorably. But the take-home message is "so clear, so loud," he said: All Chinese merit suspicion.

In Denton, Tex., the very same week as Daly's talk in Boulder, there was a buzz in the air as Chinese and American academics plotted the future of education technology.

It was a drone. The device was zooming around outside a high-ceilinged ballroom above a race track where researchers were eating steak and mashed potatoes.

Any thought of a new Cold War was far away from this conference, hosted by the University of North Texas. Here, the possibilities for collaboration with China seemed endless.

Attendees took turns playing race-car simulation games set up at the back of the ballroom. Through goggles, they watched live video filmed by the drone. A local country band, the Raised Right Men, played while they discussed their work.

The university's president, Neal J. Smatresk, said they were in the middle of a technology revolution. And the research they did would make the world a better place. "We're proud to have you here, deep in the heart of Texas."

Smatresk celebrates UNT's relationships with companies like the Dallas Cowboys, places where his students might get jobs. Building similar relationships with Chinese companies is only natural, the president says.

"Who does business in China?" Smatresk asked during an interview. "Pretty sure Apple does, pretty sure Google does, pretty sure GM does, pretty sure Ford does. You know what I'm saying? We do business with China."

This is the brass-tacks statement of what American institutions stand to lose if they retrench too quickly or restrict too much when it comes to China. Many universities feel pressure to pull back from the U.S.'s global trade foe to avoid risks. But institutions like the University of North Texas are making the case that the ramifications of shutting China out are even more dire.

At the conference, Stephen Attenborough, commercial director at Virgin Galactic, told a riveted audience about his company's plans for commercial space travel.

Astronauts have told him that they feel dramatically changed when they look down on Earth. They see how thin and fragile the atmosphere looks from outer space, almost like the skin of an apple. While looking at it from that perspective, Attenborough said, they have a realization: "We're all in this together."

At the end of the talk, one of the conference attendees stood to ask a question. He wanted to know if the service that Virgin Galactic was offering — a promise that with a \$250,000 investment, you can be among the first to travel commercially in space — is open to Chinese citizens.

Virgin Galactic's rocketship falls under U.S. regulations, and there have been rules about what technology people from certain countries, like China, could see.

"Yes and no," Attenborough said. Now it is permitted, he said, but the company hasn't done any marketing in China.

The answer, like so many about Chinese engagement, is not so simple.

*Lindsay Ellis, who reported from Boulder, is a staff reporter. Follow her on Twitter @lindsayaellis, or email her at [lindsay.ellis@chronicle.com](mailto:lindsay.ellis@chronicle.com).*

*Nell Gluckman, who reported from Denton, writes about faculty issues and other topics in higher education. You can follow her on Twitter [@nellgluckman](#), or email her at [nell.gluckman@chronicle.com](mailto:nell.gluckman@chronicle.com).*

*Janeen Jones is news designer.*

## **How the democrats got radicalized on student debt**

*The Atlantic*

The presidential-election cycle has barely begun but one thing is already clear: The Democratic candidates want to talk about student debt. No surprise there; the trillion-dollar student-loan bubble has captured the national imagination in ways few higher-education issues have, and candidates are essentially obligated to have a plan to address it.

But what is surprising—how quickly we forget—is just how recent a development this is. When Barack Obama was simply a senator running for the Democratic nod in 2008, the conversation around student debt and college affordability looked different—very different.

Just a dozen years ago, Democratic hopefuls such as Joe Biden, Hillary Clinton, and Obama kept their proposals limited. Biden wanted to increase the Pell grant, a federal grant for low-income students, by \$300 a year; Clinton similarly pushed to increase the maximum. “The first bill Barack Obama introduced in the U.S. Senate would have helped make college more affordable for many Americans by increasing the maximum Pell grant from the limit of \$4,050 to a new maximum of \$5,100,” [a fact sheet released](#) by the Obama campaign read. The candidates also pushed to make a switch in how student loans were disbursed. The government, not private banks, they argued, should be the entity distributing federal student loans.

John Edwards, who was then the Democratic Party’s most left-flank candidate, proposed making one year of college free for “qualified students.” His plan included a work requirement, and students would have had to complete a college-prep curriculum and “stay out of trouble.” It was, at the time, radical.

Meanwhile, other candidates did not even have particularly fleshed-out higher-education policies at all. Dennis Kucinich, for example, simply issued a statement saying that he would “provide universal education to all Americans from pre-school through college.” (John McCain, who would ultimately become the Republican candidate, did not issue any statements on student aid until three months before the general election.) Student debt had yet to secure its position in the national zeitgeist, and the candidates’ policies reflected that.

By today’s standards, these proposals are peripheral, small-scale interventions that are simply no match for the debt people are dealing with. The higher-education proposals the Democratic candidates are rolling out today are aggressive. There’s Elizabeth Warren’s plan to cancel—yes, completely cancel—the majority of borrowers’ student debt. Bernie Sanders says he will make college tuition-free. Julián Castro is [pushing to fundamentally](#) reform how student debt is repaid. It’s remarkable, really, that in such a short time, Democrats have gone from proposing relatively modest tweaks to advocating a wholesale reimagining of higher education’s economics. This shift isn’t the direct result of a Democratic Party moving leftward—though that may play a role—but it is fundamentally rooted in something much more concrete, and much more pervasive: the exploding scale of the problem.

Julie Peller has a chart on a wall in her office in Washington, D.C., a relic of sorts from her time on Capitol Hill as an adviser to the U.S. House Committee on Education and Labor. It’s a useful

cheat sheet she referred to when I asked her about the push among Democratic candidates ahead of the 2008 election to increase the maximum Pell amount, but it's also a reminder that things were simpler then—even if they were technically complicated.

In January 2007, just a shade over six months after Peller, now the executive director of the education-policy nonprofit Higher Learning Advocates, joined the committee's staff, the House passed a spending bill that gave Pell its first boost since 2003. Pell grants, created in 1972, are funds intended to form the foundation of the financial-aid package for low-income students, and do not have to be repaid. "In 2003, it had a \$50 increase, and then it was flatlined at a maximum of \$4,050 until 2007," Peller pulled from the chart. The 2007 bill gave Pell a \$260 boost—increasing the maximum to \$4,310, and that was significant. "The purchasing power of Pell had really decreased by staying flat and tuition prices going up," Peller said. "And there was a thought that it was overdue for an increase because it had been essentially flatlined for at least five years."

Democrats would tuck away the messaging about the grant's purchasing power as debates about Pell evolved over the next several years. But before they could have that conversation, there was another, more pressing matter. Pell covered only a piece of education for only a slice of the public—low-income students. And often, students were turning to private-industry loans to pay for the rest. At the federal level, public pressure to reform the student-loan industry was becoming unavoidable.

Since 1965, the federal government had provided subsidies to banks such as Sallie Mae to lend money to students. The program, called the Federal Family Education Loan (FFEL) Program, was a regular whipping post for Democrats. They wanted to switch to something different—direct lending to students from the federal government—and several of the 2008 presidential candidates, including Obama, Clinton, and Biden, made doing so a foundation of their higher-education platform.

"I can't overstate the extent to which the fight over direct lending versus FFEL really sucked up all the oxygen," Ben Miller, the vice president of postsecondary education at the Center for American Progress, a liberal think tank, told me. It was hard, he said, to have any other conversation about completion (whether students who enroll in college eventually graduate) or affordability "while people were fighting about the best way to issue a federal student loan."

Getting rid of bank-based lending would have served a dual purpose: By eliminating the subsidy for banks, it would have freed up money to increase the maximum size of Pell grants and the number of them that were disbursed. And students would need the extra Pell money.

President Obama was air-dropped into a crisis when he was sworn into office. A recession had hit, and it was changing the ways Americans lived, worked, and, as it would happen, went to college. Enrollments exploded at state universities, private colleges, and for-profit colleges—and so did the number of Pell recipients. From 2006 and 2011, total college enrollment grew by 3 million, according to the U.S. Census Bureau. Two-year-college enrollments grew by 33 percent during that same time.

Meanwhile, state funding for universities began shrinking dramatically. At the peak of the recession, state appropriations per student were down, on average, more than 13 percent, which meant colleges relied more heavily on tuition for revenue. That, in turn, meant that students had to pay more for their education, at the precise moment they had less money to do so. And middle- and high-income students who could no longer borrow on their parents' home-equity lines to pay for college turned to bank-based student loans. "If you just look at the trends in borrowing from the pre- to postrecession, it's a massive swing," Miller said. "We added millions of [student] borrowers so quickly."

By 2010, after the recession had ended and the economy had begun to pick up again, President Obama had moved on to more proactive legislation: namely, his campaign promise to get rid of bank-based lending to students, and to replace it with direct loans from the federal government. In March of that year, he succeeded. Congress approved an overhaul of the student-loan system, barring private banks from issuing loans with federal money, implementing a federal-lending program, and, as *The New York Times* put it, "ending one of the fiercest lobbying fights in Washington." Ending that fight meant higher-education policy makers could think about the next one.

By March 2011, the administration was looking for its next big thing in higher education, and it had its eyes on affordability. That's when Zakiya Smith Ellis, who now serves as the secretary of education for the state of New Jersey, joined the White House as a senior policy adviser. "The president was wondering: *How do we actually make a dent in this?*" she recalls. "You're not going to get there by only focusing on increases to Pell."

The initial results of the administration's efforts focused on transparency. It launched the College Scorecard, which lets students compare costs of institutions, and created the [Financial Aid Shopping Sheet](#), now known as the College Financing Plan, a tool designed to more clearly show students what their financial-aid packages would look like.

The 2012 election had few higher-education fireworks, partly because when politicians run for reelection, they run on their record. President Obama focused on increases to Pell, the switch to direct lending, and changes to income-driven repayment of loans. It was messaging that connected with voters because it was simple, Smith Ellis told me. "If you don't earn that much, you don't have to pay that much. That makes so much sense," she said. "Simplicity matters when you're talking about politics to people... If people can't explain it, then they don't understand what your policy is and what it does to them in a very clear way."

As politicians were trying to suss out a clear way of addressing student debt, it was growing. By 2013, the student-loan portfolio had reached \$1 trillion, and it was rising rapidly. This was not a result of Obama-era policies, but rather the natural outcome of 3 million additional students who were borrowing more money as states were spending fewer and fewer dollars on higher education.

What the federal government was struggling with, some state and local leaders were addressing. Across the country, a handful of state and local governments had been creating "college promise," or as they're commonly known, "free college," programs. Tennessee launched the



Tennessee Promise in 2014; the city of Chicago launched a free-two-year-community-college program. And in January of 2015, as President Obama stood before Congress and delivered his annual State of the Union address, he brought the idea to a national stage. “I want to spread that idea all across America, so that two years of college becomes as free and universal in America as high school is today,” he said. The president began pushing for his America’s College Promise proposal, which would have offered two years of community college free to “responsible students.” This was, at the time, an ambitious idea, but four months later, Obama was one-upped. Senator Bernie Sanders, who was vying for the presidency in 2016, announced his plan to make public colleges and universities tuition-free for all.

“It may seem hard to believe, but there was a time when higher education was pretty close to free in this country, at least for many Americans,” Sanders wrote in *The Washington Post* a few months after first announcing his plan. “It is time to build on the progressive movement of the past and make public colleges and universities tuition-free in the United States—a development that will be the driver of a new era of American prosperity.” If Obama lit the match, Sanders, as part of his primary bid, doused it in kerosene.

For years, Smith Ellis said, politicians had been saying that they would make college more affordable, but that begged the question: What is “more affordable”? Sure, there were calls to increase the Pell grant to put college within reach, but “that does not mean anything in terms of the tangible *What is it that I pay in your ‘more affordable’?*” she said. “The thing people really gravitated to with [Sanders] was, ‘I get that this “more affordable” means I won’t have to pay tuition.’” Of course, there are other costs associated with college, but tuition-free college was a sticky, easy-to-understand concept that, once planted, all other ideas had to compare with.

Separately, a month after Sanders released his plan, Senator Elizabeth Warren announced a debt-free college plan—one that went beyond Sanders’s to include costs other than tuition, such as books, housing, and food. But this was hardly the party line. These were two of the most progressive Democratic senators proposing progressive policy. Most of the party’s leaders were still supporting smaller-scale interventions such as tying the Pell grant to inflation or student-loan refinancing.

This divide was put on display in February 2016 during the fifth Democratic debate, where Hillary Clinton and Sanders squared off. “I ... believe in affordable college, but I don’t believe in free college,” Clinton said, “because every expert that I have talked to says, ‘Look, how will you ever control the costs?’ What I want to do is make sure middle-class kids, not Donald Trump’s kids, get to be able to afford college.” Sanders retorted that he knew a way to control the costs. “It’s an expensive proposition,” he said. “We pay for it, in my view, by a tax on Wall Street speculation. The middle class bailed out Wall Street in their time of need. Now it is Wall Street’s time to help the middle class.”

Clinton began to feel the pressure of a shift that, despite its bubbling up at the state level, had caught policy experts by surprise coming from a presidential candidate. By July 2016, Clinton had her own free-college proposal: making public college tuition-free for students from families who made less than \$125,000 a year. Sanders called Clinton’s proposal a “very bold initiative,” adding that “the final product is the work of both campaigns.”

The idea of free college went dormant on the federal level after Donald Trump was elected. Sure, Democrats such as Senator Brian Schatz of Hawaii proposed legislation to make college “free,” but there were no reasonable expectations that it would move. Senators Kamala Harris, Kirsten Gillibrand, and Cory Booker, all candidates for president in 2020, signed on to Schatz’s bill.

The Democrats did not have power in either chamber of Congress early in the Trump presidency, so new legislation they introduced was largely for messaging purposes. Their primary, comprehensive offering on higher education came with the Aim Higher Act, which was notably more modest than the one-off free-college bills. It offered expanded Pell grants, free community college, and a crackdown on for-profit institutions. But the bill also played to a conventional wisdom. As Amy Laitinen, the director of higher-education policy at New America, a liberal think tank, put it to me, “In a world where we have financial constraints, and where we don’t have unlimited resources, or even a huge infusion of new resources, the truth is, choices are going to have to be made about where dollars are spent.” For congressional Democrats, the priority seems to be on expanding resources to available programs.

But presidential elections are times when parties can play around with—and possibly embrace—new, previously out-there ideas. They make room for the land of what’s possible, the landscape that could be. And as candidates have come to recognize that a growing share of the electorate is saddled with student-loan debt, those reimagining the landscape are taking more of a slash-and-burn approach than manicuring the hedges, whether that’s Warren’s proposal for large-scale debt cancellation, Harris’s push for debt-free college in her campaign launch, or Sanders’s ongoing cry for free college.

“There’s this feeling that this stuff that’s tinkering around the edges isn’t working,” Miller said. And a presidential election is a time when the hope that things will change still feels real.

## **Higher education has become a partisan issue**

*The Atlantic*

James Johnsen's letter to the University of Alaska system went out like a flare. "It is with grave concern for the future of our university and our state that I share with you devastating news of the budget Gov. Mike Dunleavy released this morning," Johnsen, the president of the system, wrote in the June 28 note to members of the university. The governor planned to cut \$130 million from the school's budget. Combined with a previous \$5 million cut, that made for 41 percent of the system's budget gone in one year.

Johnsen implored the Alaskan legislature to override the veto. (The legislature, for its part, has struggled even to agree on a meeting location to vote on the override.) He wanted students, faculty, and staff to make the university's case as well: to laud its programs, and emphasize its contributions to Alaska's economy. But in the meantime, Johnsen wrote, he needed to immediately implement furlough plans, and he needed to prepare a plan for financial exigency—which would allow the university to begin the process of removing tenured faculty. Roughly 1,300 faculty and staff jobs could be lost as a result of the funding cut.

The scramble playing out in Alaska represents the worst-case scenario for public colleges. It has not been uncommon to see significant cuts by states to higher-education funding—particularly during economic slowdowns—but "it is uncommon to do it in one fell swoop," Nick Hillman, an associate professor of higher education at the University of Wisconsin at Madison, told me. Alaska had a deficit, and the governor had promised not to raise taxes to deal with it, so he chose a favored punching bag to take the hit instead: higher education.

Over the past 25 years, since Newt Gingrich helped Republicans reclaim the gavel in the House of Representatives, Americans have become more politically polarized. Not only do members of one party view the other party as wrong, but they more frequently view them as a "threat to the nation's well-being." Americans don't trust the other side, and more and more they mistrust institutions too, including the media and higher education.

Polls have shown that confidence in higher education, overall, has decreased in the past few years. A Pew Research Center survey found that 61 percent of Americans are worried about the path America's colleges and universities are on. Democrats think that the cost of tuition is too high and, to a much lesser extent, that students are not getting the skills they need for the workplace. But Republicans overwhelmingly hold negative views of the sector; 73 percent thought higher education was going in the wrong direction, as opposed to 52 percent of Democrats. A 2018 Gallup poll found that only 39 percent of Republicans expressed a "great deal" or "quite a lot" of confidence in the sector, down 17 percentage points from 2015.

For many Republicans, mistrust of Democrats and mistrust of institutions collide when it comes to higher education, because they see colleges and universities as having a liberal bent. They point to surveys showing that college leadership leans liberal, and that liberal professors outnumber conservative ones on campuses.

The latest corroboration for some conservatives was Harvard's decision to rescind admission to Kyle Kashuv, a Parkland survivor and conservative activist, because of racist messages he sent via Google Docs while in high school. For some, this drove home the message that liberals, and universities, practice selective forgiveness, allowing for the former sins of liberal institutions and people (see: [Harvard University's own past](#)) but not doing the same for conservatives.

It's been an open question for some time whether this partisan mistrust would translate into tangible, monetary penalties for higher education. One answer came last fall, when voters in Montana took to the polls to decide whether they would continue to tax themselves to support higher education. The tax, [known as the six-mill levy](#), has been voted on once every decade since 1948, and this vote was seen as a bellwether for public sentiment on higher education. Though the measure had been passing narrowly in preceding years, voters in 2018 again decided to continue taxing themselves to support their state universities. The support was likely the result of an interesting phenomenon that occurs when the conversation is not about "higher education" as a monolith but about [people's local colleges](#). Even though people may feel dubious about higher education more broadly, they can see the good that their local schools do and often feel favorably toward them as a result.

But what happens when the fate of local colleges is not up to the public decision but to a single politician? In Alaska at least, it has meant the decimation of the state's higher-education budget. Dunleavy, for his part, repeatedly [declared](#) on the campaign trail that he would not cut the state university budgets, but has done so nonetheless.

The trend is not universal. Some Republican-run states have invested in higher-education programs—including Tennessee, which now has tuition-free community college—for economic reasons. But, that said, the costs make higher education an easy target. It is also easier to cut than health care or K–12 funding. Higher education "is not constitutionally mandated," Andrew Koricich, an associate professor at Appalachian State University, told me, "so states always use it to balance a budget." Even when state leaders say they want a "strong public higher-education system," the cost of making it so—and thus the taxes needed to pay for it—are a tough sell.

In rural states, where [many residents lack](#) easy access to colleges and universities, those cuts can hit especially hard. The elimination of state funding, the Alaska system's president lamented, could result in the closure of one of its campuses. The students who rely on that university would be left in the lurch, needing to travel farther to get to one of the school's remaining campuses. The task of getting an education, for those in rural communities where a college degree is already hard to come by, would become a little harder.

"There's this political idea that we shouldn't be raising taxes for things that benefit us individually," Koricich told me, "not recognizing that everyone benefits from teachers and doctors and lawyers" and all of the other jobs that require a college education.

In 2018, Johnsen offered a sober assessment of the University of Alaska system. The system [had seen \\$145 million](#) in cumulative state funding cuts over the previous four years. The new, single cut from the governor's veto would nearly match that four-year decline in funding. Alaska may

be an extreme case, but it shows one possible fate for public colleges in an age of mistrust: wounded by a thousand small cuts, and then a machete.

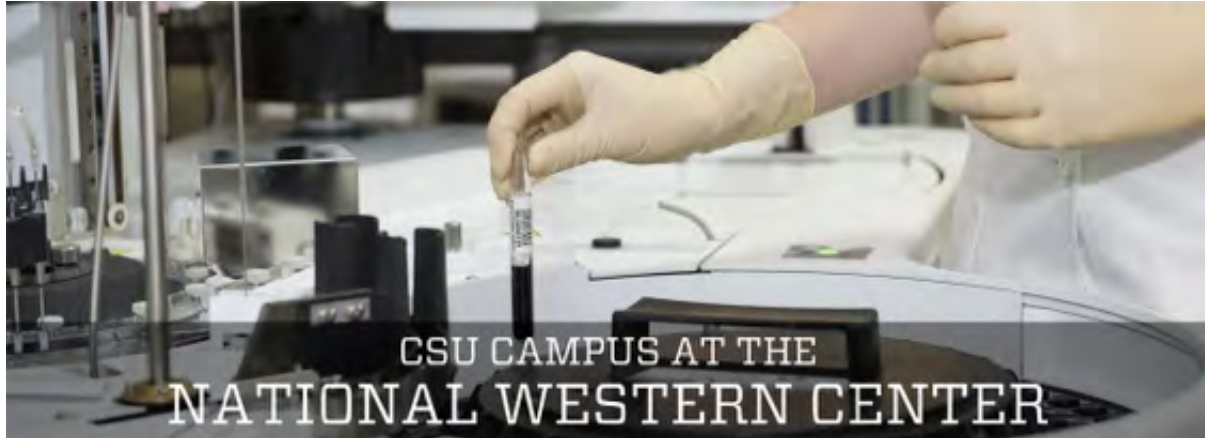
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The Colorado State University System is proud to be one of the key partners in the reimagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.



## Programming comes into focus for the CSU Campus at the National Western Center



As the CSU System nears groundbreaking in early 2020 for the campus at the National Western Center, plans for what will happen in the spaces are coming into focus. The CSU System will have

## Upcoming events

[Denver County Fair](#)

July 19-21

National Western Complex

[Slow Food Nations](#)

July 19-21

Downtown Denver

[Orthodox Food Festival & Old Globeville Days](#)

July 20

11 a.m.-7:30 p.m.

The Holy Transfiguration Orthodox Cathedral

[NWC Citizens Advisory Committee](#)

three buildings on the campus focused on water, food, sustainability, and human and animal health. The buildings will open in 2022.

More than 100 people from all eight colleges at CSU’s main campus in Fort Collins have been involved in planning the future spaces, and CSU-Pueblo and CSU-Global are developing plans for engagement at the future site. CSU System will also provide a platform for its diverse partner organizations to activate and educate with year-round art, experiments, programs, and hands-on learning.

Among other planned activities, Dumb Friends League will open a community clinic, providing donor-subsidized veterinary care for companion animals of low-income families and allowing CSU veterinary students unique experiences; the College of Liberal Arts’ Undergraduate Research Academy, “Studying Urban and Rural Life,” will open a hub at the National Western Center; and in a rare university-utility partnership, Denver Water will build a water quality lab on the site and be major CSU partner related to research and public outreach.

“The CSU Campus at the National Western Center will provide an unprecedented platform for researchers and stakeholders from various backgrounds and from around the world to collaborate on issues at the intersection of food, water, and health,” said Dr. Tony Frank, chancellor of the CSU System.

**Read more**

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[More stories](#) about the CSU Campus at the National Western Center.

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**Project updates**

- The CSU System [has selected](#) Colorado-based design firm Anderson Mason Dale Architects to complete the CSU Center for Food and Agriculture.

July 25  
 August 29  
 September 26  
 5:30-7:30 p.m.  
 National Western Complex,  
 Centennial Room

[Extreme Community Makeover: Globeville](#)

July 27  
 9 a.m.-4 p.m.  
 Stapleton Recreation Center

[Extreme Community Makeover: Elyria](#)

August 10  
 9 a.m.-4 p.m.  
 Elyria Park

[Colorado State Fair](#)  
 August 23-September 2  
 Colorado State Fairgrounds

[Denver Startup Week](#)  
 September 16-20  
 Downtown Denver

[Extreme Community Makeover: Swansea](#)

September 21  
 9 a.m.-4 p.m.  
 Focus Points Family Resource Center

[CSU System Water in the West Symposium](#)

November 6-7  
 Gaylord Rockies Resort & Convention Center



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This quarterly newsletter is sent to CSU partners and to individuals who have expressed interest in CSU's role in the National Western Center redevelopment and the university's activities in Denver.

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

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