

BOARD OF GOVERNORS
October 3-4, 2013
Lory Student Center, Colorado State University, Fort Collins

WEDNESDAY, October 2, 2013

International Colloquium Dinner (*Lory Student Center Theater*) (*social event*) **6:15 p.m. – 8:00 p.m.**

THURSDAY, October 3, 2013

Board of Governors Breakfast (*Grey Rock Room*) **7:30 a.m. – 8:00 a.m.**

COMMITTEE MEETINGS

COMMENCE MEETINGS – CALL TO ORDER **8:00 a.m. – 4:00 p.m.**

Evaluation Committee (*in Executive Session*) (Mary Lou Makepeace, Chair) (*2 hrs.*) **8:00 a.m. – 10:00 a.m.**
(*Cherokee Park*)

Academic and Student Affairs Committee (Mary Lou Makepeace, Vice Chair) (*30 min.*) **10:00 a.m. – 10:30 a.m.**
(*Grey Rock*)

Audit and Finance Committee (Dennis Flores, Chair) (*2 hrs.*) (*Grey Rock*) **10:30 a.m. – 12:30 p.m.**

Lunch (*30 min.*) **12:30 p.m. – 1:00 p.m.**

Real Estate/Facilities Committee (Scott Johnson, Chair) (*2 hrs.*) (*Grey Rock*) **1:00 p.m. – 3:00 p.m.**

- Stadium Update – President Tony Frank, CSU-Fort Collins

Tour of Suzanne and Walter Scott, Jr. Bioengineering Building **3:00 p.m. – 4:00 p.m.**

Board of Governors Dinner – Jay's Bistro, 135 W. Oak, Fort Collins (*social event*) **6:00 Reception/7:00 p.m.**
Recognition of Dr. Diana Wall, Recipient of The Tyler Prize for Environmental Achievement

FRIDAY, October 4, 2013

Board of Governors Working Breakfast with the CSUS Leadership Team and CSU Deans (*Cherokee Park*) **7:30 a.m. – 9:00 a.m.**

BOARD OF GOVERNORS MEETING (*Grey Rock*)

COMMENCE MEETING - CALL TO ORDER **9:00 a.m. – 3:30 p.m.**

1. Public Comment (*50 min.*) **9:00 a.m. – 9:50 a.m.**

2. Board Chair's Agenda (*10 min.*) **9:50 a.m. – 10:00 a.m.**

3. Executive Session (*1 hr. 30 min.*) **10:00 a.m. – 11:30 a.m.**

4. Committee Reports (*20 min.*) **11:30 a.m. – 11:50 a.m.**

A. Evaluation Committee (Mary Lou Makepeace, Chair) (*5 min.*)

B. Audit and Finance Committee (Dennis Flores, Chair) (*5 min.*)

C. Academic and Student Affairs Committee (Mary Lou Makepeace, Vice Chair) (*5 min.*)

D. Real Estate/Facilities Committee (Scott Johnson, Chair) (*5 min.*)

5. Board of Governors Policy Manual (*15 min.*) **11:50 a.m. – 12:05 p.m.**

6. Approval of Resolutions and Consent Agenda (*5 min.*) **12:05 p.m. – 12:10 p.m.**

Colorado State University System
Board of Governors Meeting Agenda
October 3-4, 2013

Consent Agenda Items:

A. Colorado State University System

- Minutes of the August 1, 2013 Evaluation Committee Meeting
- Minutes of the August 1, 2013 Academic and Student Affairs Committee Meeting
- Minutes of the August 1, 2013 Audit and Finance Committee Meeting
- Minutes of the August 1, 2013 Real Estate/Facilities Committee Meeting
- Minutes of the August 2, 2013 Board of Governors Breakfast Meeting
- Minutes of the August 2, 2013 Board of Governors Meeting
- Minutes of the August 21, 2013 Board of Governors Special Meeting
- Minutes of the August 21, 2013 Evaluation Committee Meeting

B. CSU-Fort Collins

- Posthumous Degree Candidate

C. CSU-Pueblo

- Approval of Appointment of Vice President of Student Services and Enrollment Management

D. CSU-Global Campus

- Approval of Degree Candidates

Working Lunch/Break (20 min.)

12:10 p.m. – 12:30 p.m.

7. Presidents' Reports and Campus Updates (50 min.)

12:30 p.m. – 1:20 p.m.

A. **CSU-Global Campus:** President's Report – Presented by Becky Takeda-Tinker (30 min.)

B. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (10 min.)

C. **CSU-Pueblo:** President's Report – Presented by Lesley Di Mare (10 min.)

8. Faculty and Student Representatives' Reports (25 min.)

1:20 p.m. – 1:45 p.m.

A. Faculty Reports

- CSU-Fort Collins: Faculty Report – Presented by Alexandra Bernasek (5 min.)
- CSU-Global Campus: Faculty Report – Presented by Ann Leslie Claesson (5 min.)
- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (5 min.)

B. Student Reports

- CSU-Fort Collins: Student Report – Presented by Nigel Daniels (5 min.)
- CSU-Pueblo: Student Report – Presented by Vanessa Emerson (5 min.)

9. Chancellor's Report (15 min.)

1:45 p.m. – 2:00 p.m.

10. System Wide Discussion Items (1 hr. 20 min.)

2:00 p.m. – 3:20 p.m.

A. **Legislative Issues**

B. **President Obama's Higher Education Plan**

11. Board Meeting Evaluation (10 min.)

3:20 p.m. – 3:30 p.m.

12. Adjournment

3:30 p.m.

Next Board of Governors Board Meeting: December 2-3, Colorado State University System Offices, Denver

APPENDIX

- Board Correspondence
- Construction Status Reports
- Readings on Higher Education

BOARD OF GOVERNORS
October 3-4, 2013
Lory Student Center, Colorado State University, Fort Collins

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Evaluation Committee

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BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 3, 2013

Committee Chair: Rico Munn, Chair

Committee Members: Mary Lou Makepeace, Vice Chair; Mark Gustafson, Alexandra Bernasek, Ann Leslie Claesson, Nigel Daniels, Vanessa Emerson, Frank Zizza

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. Miscellaneous Items

Colorado State University

- Posthumous Degree (*consent*) (*Executive Session*)

Colorado State University-Global Campus

- Approval of Degree Candidates - Fall 2013 C Term (*consent*)

II. Campus Reports

Colorado State University

- Enrollment

Colorado State University-Pueblo

- Enrollment

Colorado State University-Global Campus

- Enrollment

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

MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.S. degree for his major in Chemistry posthumously. The posthumous degree is to be conferred in conjunction with the December, 2013 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

In accordance with this policy a candidate was discussed in executive session to receive a Ph.D. degree posthumously. Once family members are notified, the name of the candidate will appear in the December 2013 commencement materials.

Board of Governors of the
Colorado State University System
October 4, 2013
Consent

Approved

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 at the end of the Fall 2013 C Term (ending 10/27/13).

EXPLANATION:

Presented by Dr. Becky Takeda-Tinker, President of CSU-Global Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements at the end of the Fall 2013 C Term as part of the term-based degree conferral. The Office of the Registrar has processed the applications for graduations; only those individuals who have completed all requirements will receive their degree.

**CSU Enrollment Summary
Fall 2013**

CSU Enrollment	FA08	FA09	FA10	FA11	FA12	FA13	5-Yr Change
Undergraduate	20,829	21,204	21,953	22,300	22,412	22,565	8%
Graduate	3,655	3,671	3,864	3,887	3,808	3,927	7%
PVM	527	538	539	548	549	542	3%
Total	25,011	25,413	26,356	26,735	26,769	27,034	8%

Total RI enrollment increased to 27,034; a 1% increase over last year.

- ✓ Minority enrollment increased to 4,431; a 6% increase over last year.
- ✓ International enrollment increased to 1,506; a 23% increase over last year. International students now account for 5.6% of our student population.
- ✓ The gender balance on campus is stable at 49% male and 51% female.

There are 4,443 new freshmen on campus (-2.2% from last year).

- ✓ Nonresident enrollment is stable at 1,154.
- ✓ Minority enrollment increased to 912; a 4.5% increase over last year.
- ✓ Average ACT Composite is stable at 24.7.
- ✓ High school GPA increased to 3.61 from 3.57 last year.

Measures of student success are increasing.

- ✓ Freshman retention is at 86.6%; up nearly two percentage points from last year. This is both a historical high as well as the largest one-year gain ever.
- ✓ Attrition in subsequent years is down foreshadowing even higher graduation rates in the near future.
- ✓ The four, five, and six-year graduation rates increased. Not only are a higher proportion of students graduating, they are doing so faster than in the past.

Retention/Persistence Rates

Cohort Term	Cohort Count	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall
FA05	3,807	83.1%	72.4%	69.5%	67.3%	67.2%
FA06	3,971	82.5%	71.2%	68.8%	66.6%	65.5%
FA07	4,288	82.8%	72.9%	70.6%	68.2%	67.0%
FA08	4,308	83.6%	75.3%	72.5%	69.0%	68.2%
FA09	4,203	84.6%	75.5%	72.6%	69.6%	
FA10	4,369	83.5%	74.7%	71.9%		
FA11	4,419	84.7%	76.9%			
FA12	4,449	86.6%				

Graduation Rates

Cohort Term	Cohort Count	3rd Year	4th Year	5th Year	6th Year
FA03	3,724	1.2%	36.0%	60.1%	64.8%
FA04	3,996	1.7%	37.2%	60.1%	64.7%
FA05	3,807	1.8%	36.0%	59.7%	64.6%
FA06	3,971	1.5%	37.9%	59.6%	63.7%
FA07	4,288	1.2%	37.7%	60.5%	65.0%
FA08	4,308	1.4%	39.3%	62.7%	
FA09	4,203	1.3%	40.8%		
FA10	4,369	1.7%			

CSU-Pueblo Enrollment Summary - Fall 2013

CSU-Pueblo fall census enrollments	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
Undergraduate (RI)	4347	4731	4815	4981	4549	4387	+0.9%
Graduate (RI)	263	320	330	265	251	282	+7.2%
Total* (RI)	4610	5251	5145	5246	4800	4669	+1.3%

*Note that CSU-Pueblo has almost 2000 other (non-RI) headcount enrollments (about 600 FTE) through continuing education offerings (f2011 headcount 1945, f2012 headcount 1968; f2011 FTE 577.8, f2012 FTE 606.1).

- Our student population is again at 54% female, 46% male (same as last year).
- 29.8% of fall 2013 students self-identify as Hispanic (31.5% of our undergraduates, and 31.3% of our undergraduate FTE; the latter is relevant for federal HSI designation). Another 7.4% self-identify as African American.
- Over 50% of our fall 2013 undergraduates are Pell-eligible; and each of the previous 3 fall semesters, over 50% of our undergraduates received Pell grants.
- 23.4% of fall 2013 students self-identify as first generation (compared to 19.2% last year).
- Our fall 2012-fall 2013 freshman retention rate, 63.2%, has recovered from last year's 57.8%.
- Enrollment of international students is up 7% from last year.
- Using the same 2008-2013 window as above, the fall 2013 academic preparedness of the incoming freshman class is comparable to previous years, in terms of both average composite ACT score and average high school GPA (tentatively, i.e. using preliminary f2013 census data). The average composite ACT is 20.7 (up very slightly from 20.5 in fall 2012); average high school GPA is 3.17 (up very slightly from 3.10 in fall 2012). Both composite ACT and HS GPA are technically the best over the 2008-2013 period.

Retention/persistence

Cohort term	Cohort count	2nd fall	3rd fall	4th fall	5th fall	6th fall
Fall 2005	665	61.5%	45.5%	42.6%	38.5%	37.3%
Fall 2006	642	62.9%	44.1%	41.6%	38.5%	38.3%
Fall 2007	608	65.6%	49.7%	42.8%	40.1%	37.2%
Fall 2008	1007	65.6%	46.7%	39.4%	36.5%	35.2%
Fall 2009	1016	63.6%	44.7%	38.1%	36.1%	
Fall 2010	979	65.6%	44.0%	38.8%		
Fall 2011	1027	57.8%	45.8%			
Fall 2012	867	63.2%				

Graduation rates

Cohort term	Cohort count	3rd year	4th year	5th year	6th year
Fall 2003	695	1.0%	13.6%	24.9%	27.4%
Fall 2004	753	2.6%	15.7%	26.8%	30.7%
Fall 2005	665	1.8%	18.6%	28.1%	30.8%
Fall 2006	642	2.8%	17.5%	26.9%	33.8%
Fall 2007	608	1.8%	18.4%	28.3%	32.9%
Fall 2008	1007	1.5%	16.2%	27.7%	
Fall 2009	1016	1.2%	17.3%		
Fall 2010	979	2.9%			

**CSU-Global Enrollment Summary
Fall 2013**

Fall Enrollment					
Level	Fall09	Fall10	Fall11	Fall12	4 year Change
Bachelor	640	1,609	2,721	3,686	476%
Master	392	676	1,015	1,404	258%
Non-Degree	47	100	112	168	257%
Total	1,079	2,385	3,848	5,258	387%

**Fall13 data will be finalized on the last census date of the semester, 12/23/13*

**Fall 2008 data was not reported to SURDS*

Fall Enrollment: URM				
Level	Fall09	Fall10	Fall11	Fall12
URM	161	414	797	1,152
URM %	15%	17%	21%	22%
Fall Total	1,079	2,385	3,848	5,258

Retention Rates by Fiscal Year														
Cohort	Level	N	2nd year			3rd year			4th year			5th year		
			Ret	Grad	Total	Ret	Grad	Total	Ret	Grad	Total	Ret	Grad	Total
2008/ 2009	Bachelor	487	64%	5%	69%	51%	22%	73%	33%	32%	65%	22%	39%	61%
	Master	344	67%	7%	74%	51%	34%	85%	22%	43%	65%	13%	49%	62%
	Total	831	65%	6%	71%	51%	27%	78%	28%	37%	65%	19%	43%	62%
2009/ 2010	Bachelor	902	76%	15%	91%	53%	33%	86%	33%	45%	78%			
	Master	365	82%	8%	90%	42%	41%	83%	23%	58%	81%			
	Total	1,267	78%	13%	91%	48%	37%	85%	30%	49%	79%			
2010/ 2011	Bachelor	1,625	75%	15%	90%	51%	32%	83%						
	Master	550	83%	6%	89%	40%	40%	80%						
	Total	2,175	77%	13%	90%	47%	36%	82%						
2011/ 2012	Bachelor	1,944	72%	15%	87%									
	Master	693	78%	5%	83%									
	Total	2,637	74%	12%	86%									

FY 2012/2013 New Students' Facts

- 4,338 new students
- Average of 362 per term
- Average of 43% are first-generation
- Average of 18% are military
- Average underrepresented minorities (URM) per term is 25%
- Average Colorado residents per term is 52%

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT/FINANCE COMMITTEE MEETING AGENDA
October 3, 2013

Audit

1. *Discussion/Presentation* – Update on FY 2013-2014 Audit Plan 10 min
2. *Discussion/Presentation* – Past due recommendations 5 min
3. *Discussion/Presentation* – Current projects 5 min

Finance

4. *Discussion/Presentation* – Update on State revenues based on September revenue forecasts 10 min
5. *Discussion/Presentation* – Briefing on historical per student funding 5 min
6. *Discussion/Presentation* – Bond financing update – OUC at CSU-Pueblo 5 min
7. *Discussion/Presentation* – Debt capacity presentation 30 min

Board of Governors Audit/Finance Committee

October 3, 2013

Agenda Item # 1

Update on FY 2014 Audit Plan

- ▶ Carry in

COLORADO STATE UNIVERSITY SYSTEM
DEPARTMENT OF INTERNAL AUDITING FY 2013-2014
AUDIT PLAN AS OF SEPTEMBER 30, 2013

Audit	Institution	Status
Carry-forward from FY 12-13		
CSU-Global Campus	CSUG	Report 14-01
Research Innovation Center	CSU	Report 14-02
Internal Audit Self-Assessment with External Validation	CSUS	Report 14-03
Continuing Education	CSUP	Fieldwork
Tax Issues	CSU	Exit October 22
Payroll	CSU	Fieldwork
IT-Data Centers Survey	CSU	Fieldwork
New for FY 13-14		
Centers, Institutes, Other Special Units	CSU	Fieldwork
School of Global Environmental Sustainability	CSU	Fieldwork
Environmental Health Services - Public Health	CSU	Fieldwork
Housing	CSU	
College of Engineering - Dean Transition	CSU	
College of Veterinary Medicine & Biomedical Sciences - Clinical Sciences	CSU	
Accounts Receivable	CSU	
Tuition Revenue	CSU	
Athletics (NCAA Rules Compliance Areas)	CSU	
Institutional Research	CSU	
IT-Disaster Preparedness	CSU	
Special Projects	All Locations	
Housing	CSUP	
Tuition Revenue	CSUP	
Athletics	CSUP	
Travel	CSUP	
Financial Aid/Accounts Receivable	CSU-GC	

Agenda Item # 2

Past Due Recommendations

- ▶ Carry in



All Overdue Recommendations

Wednesday, October 02, 2013

1:33:11 PM

Audit Number	Audit Name	Report Date	Institution	Rec No	Recommendation	Audit Report Response	Department	Target Completion Date	Revised Target Completion Date	Current Response
10-08	College of Veterinary Medicine and Biomedical Sciences	11/30/2009	CSU	2	Update Strategic Plan to ensure it reflects major achievements and current goals and objectives and includes measurable performance metrics, and ensure a comprehensive assessment is done to evaluate progress in meeting all of the goals in the Plan.	Agree. 2005 Strategic Plan will be updated. Two meetings will occur before July 1, 2010, after which they can update the Strategic Plan. An annual comprehensive assessment will be performed to evaluate progress against the Strategic Plan.	CVMBS, DLAB	6/30/2011	1/1/2014	With the pending hire of a new Dean in early CY12, the DLAB will wait to finalize a strategic plan after a college plan is announced.

Agenda Item # 3

Current Projects

- ▶ Carry in

Agenda Item # 4

State Revenue Projections – September Forecast

- ▶ Both the Governor’s Office of State Planning and Budgeting(OSPB) and the Legislative Council (staff to the General Assembly) released new revenue estimates for Fiscal Year(FY) 2013-2014 (current fiscal year we are in) and FY 2014-2015. Both projected positive revenue increases.
- ▶ Legislative Council projects for 2015:
 - The General Assembly will have just under \$1.2 billion more to spend in FY 2014-15 than the amount budgeted for FY 2013-14.
- ▶ Governor’s Office of State Planning and Budgeting projects:
 - The General Assembly will have just under \$675 billion more to spend in FY 2014-15 than the amount budgeted for FY 2013-14.
- ▶ Legislative Council is \$580m higher in their revenue projection for 2015.
- ▶ Much of the additional revenue could end up in K-12 per recent legislation.

September 2013 General Fund Overview

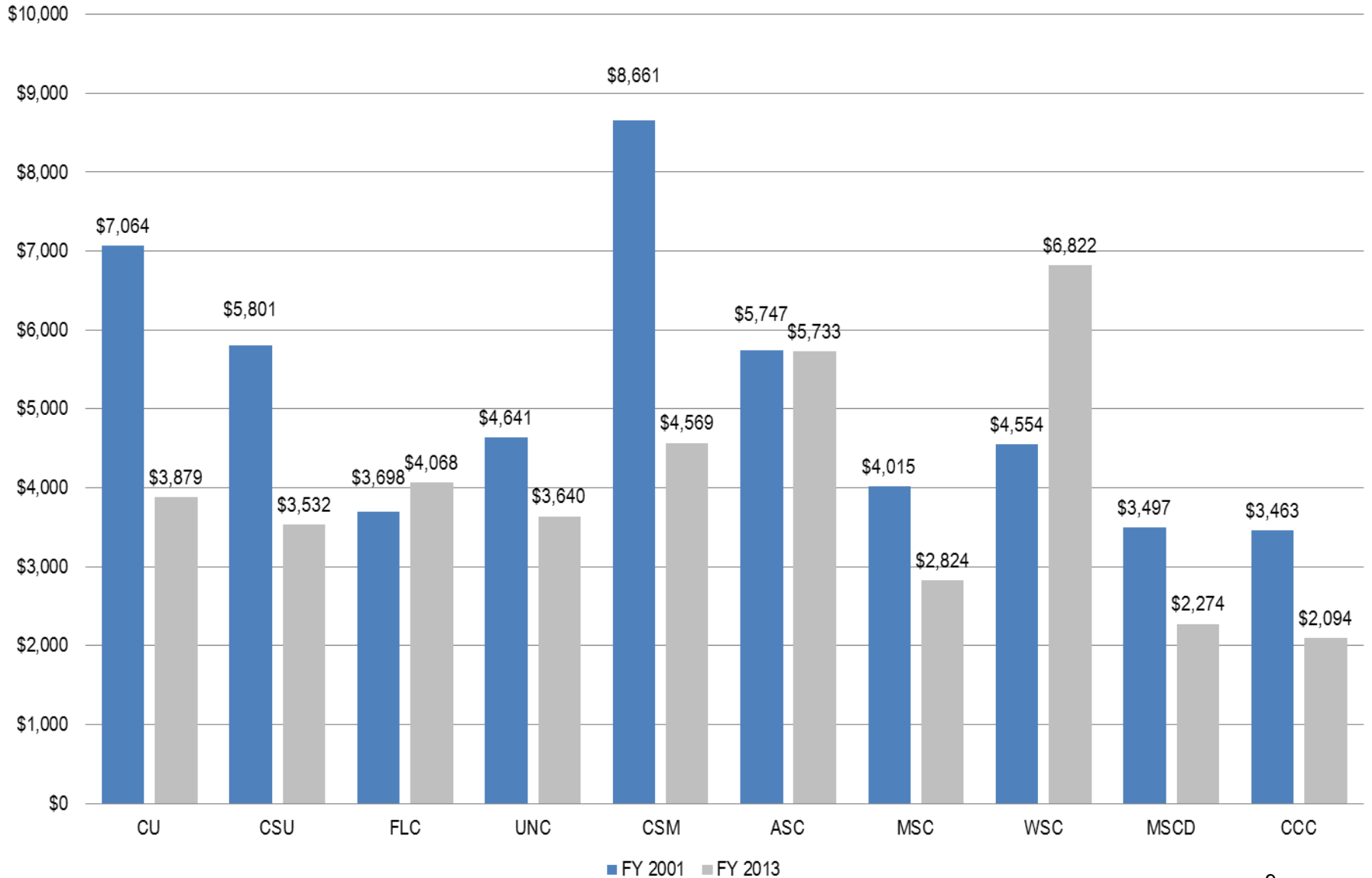
(Dollars in Millions)

FUNDS AVAILABLE	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
	Preliminary	Estimate	Estimate	Estimate
Beginning Reserve /A	\$795.8	\$373.0	\$543.4	1,968.7
General Fund Nonexempt Revenue	6,692.8	6,975.2	7,391.0	7,781.9
General Fund Exempt Revenue (Referendum C) (Table 5)	1,862.1	2,131.9	2,336.9	2,460.3
Transfers from Other Funds (Table 4)	0.3	2.4	2.4	2.4
Total Funds Available	\$9,351.0	\$9,482.4	\$10,273.7	\$12,213.3
Percent Change	16.4%	1.4%	8.3%	18.9%
EXPENDITURES	Budgeted	Budgeted	Estimate	Estimate
General Fund Appropriations	7,459.2	7,967.4	7,967.4	7,967.4
Adjustments to Appropriations	5.4	NA	NA	NA
Rebates and Expenditures (Table 2)	380.4	252.9	264.2	269.4
Transfers to Other Funds	4.6	51.1	1.9	1.9
Transfers to the State Education Fund Pursuant to SB 13-234	0.0	45.3	25.3	25.3
Transfer for Highway Construction	0.0	0.5	0.0	204.8
Transfers to the Capital Construction Fund	61.4	186.7	46.1	96.3
Total Expenditures	\$7,911.1	\$8,503.9	\$8,304.9	\$8,565.2
Percent Change	9.6%	7.5%	-2.3%	3.1%
Accounting Adjustments	21.6	NE	NE	NE
RESERVES	Preliminary	Estimate	Estimate	Estimate
Year-End General Fund Reserve (line 5 minus line 14)	1,461.5	978.5	1,968.7	3,648.2
Year-End Reserve As A Percent of Appropriations	19.6%	12.3%	24.7%	45.8%
Statutorily-Required Reserve	373.0	398.4	398.4	398.4
Transfers to the State Education Fund Pursuant to HB 12-1338 and SB 13-260	1,088.6	435.1	NA	NA
Reserve in Excess or (Deficit) of Statutory Reserve /A	\$0.0	\$145.0	\$1,570.4	\$3,249.8
Percent Change in General Fund Appropriations	6.1%	6.8%	NE	NE
Addendum: 5% of Colorado Personal Income Appropriations Limit	10,627.3	11,270.5	11,766.4	12,225.3
Addendum: Amount Directed to State Education Fund Per Amendment 23	486.3	502.5	529.3	556.4

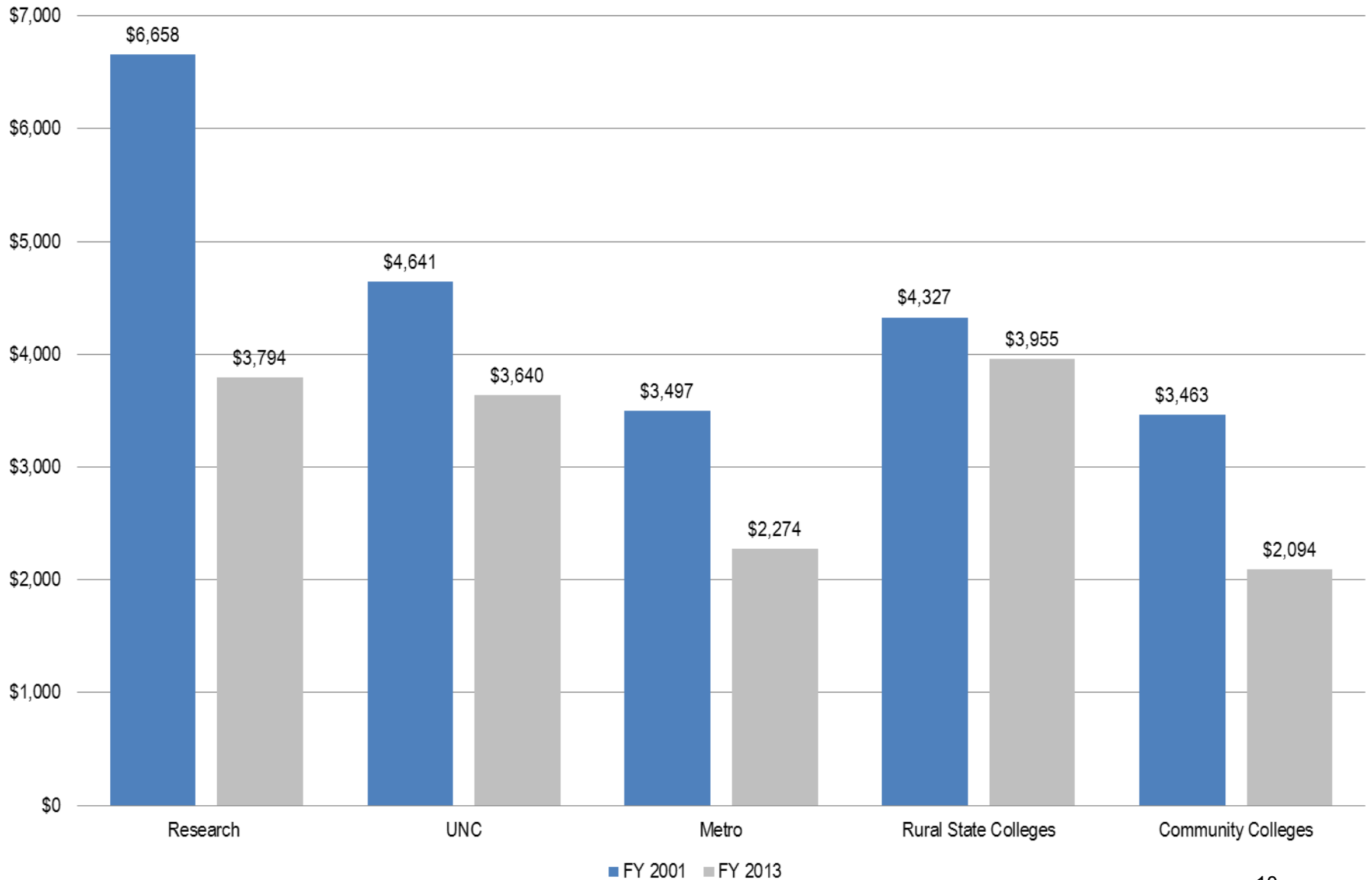
Agenda Item # 5

Historical Higher Education Per Student Funding

State Support Per Resident FTE Student FY 2001 Compared to FY 2013 by Governing Board



Average State Support per Resident Student By Type of Institution FY 2001 Compared to FY 2013



CSU - Comparison of Resources FY 2006-07 to FY 2013-14

Updated - BMD

CSU Resident Tuition

FY 2006-07 Resident Tuition	4,040.00	CSU Factbook	Res, Undergraduate
FY 2013-14 Resident Tuition	6,875.00	CSU Factbook	Res, Undergraduate

CSU GF Resources

	CSU GF	Stipends	Fee-for-Service
FY 2006-07 CSU GF	73,784,386	41,382,244	32,402,142
FY 2013-14 CSU GF	52,993,855	34,390,074	18,603,781

Enrollment

	CSU Resident, UG	
FY 2006-07 Resident Enrollment	17,328	CCHE
FY 2013-14 Resident Enrollment	17,814	Est

CSU 2006-07 Resources Per Resident

FY 2006-07 GF per Resident	4,258.10	Calculated GF/Residents
FY 2006-07 Tuition per Resident	4,040.00	CSU Fact Book
Total Resources per Resident	8,298.10	

CSU 2013-14 Per Resident

FY 2013-14 GF per Resident	2,974.84	Calculated GF/Residents
FY 2013-14 Tuition per Resident	6,875.00	CSU Fact Book
Total Resources per Resident	9,849.84	

INFLATION (CPI)

FY 2007-08	2.8%	Source: OSPB Economists
FY 2008-09	1.7%	Source: OSPB Economists
FY 2009-10	0.5%	Source: OSPB Economists
FY 2010-11	2.9%	Source: OSPB Economists
FY 2011-12	2.7%	Source: OSPB Economists
FY 2012-13	2.4%	Source: OSPB Economists
FY 2013-14	2.5%	Source: OSPB Economists

FY 2006-07 Total Resources per Resident	8,298.10	See calculations above
FY 2007-08	8,529.87	Prior year, grown with this year's inflation
FY 2008-09	8,674.33	Prior year, grown with this year's inflation
FY 2009-10	8,718.27	Prior year, grown with this year's inflation
FY 2010-11	8,974.06	Prior year, grown with this year's inflation
FY 2011-12	9,212.63	Prior year, grown with this year's inflation
FY 2012-13	9,433.73	Prior year, grown with this year's inflation
FY 2013-14	9,669.57	Prior year, grown with this year's inflation

Growing CSU FY 2006-07 resources per Resident to FY 2013-14

FY 2013-14 Resources grown by CPI	9,669.57	See calculation above
FY 2013-14 Resources (current)	9,849.84	
Difference: Current vs. CPI	180.27	
Difference: Current vs. CPI	1.9%	

Agenda Item # 6

Bond Sale

- ▶ System Enterprise Revenue Bonds – Series 2013C and D
Sale Results – CSU–Pueblo Student Center

▶ Sales Date:	Tuesday, September 10, 2013
▶ Final Par Amount:	\$ 26.5m
▶ Moody's Ratings:	Affirmed Aa3
▶ All in True Interest Cost	Series 2013C: 5.173%
▶	Series 2013D: 4.707%
▶	Combined: 5.092%
▶ Tax-exempt series of;	\$18.6m
▶ Taxable series of:	\$7.8m
▶ Annual debt service:	\$1.7m
▶ Total System Debt Service Max annual payment:	\$47m

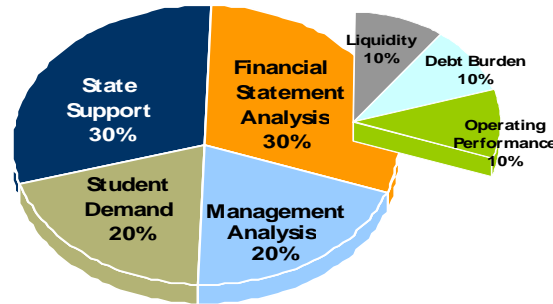
This sale, which was higher in cost than our March refunding, was equal to our average interest rate for our overall portfolio. The sale went very well and was oversubscribed in several of the series/

Agenda Item # 7

System Debt Capacity Discussion

How do Rating Agencies Determine Debt Capacity

- ▶ Debt capacity at a given rating is both a function of qualitative and quantitative factors.



- ▶ Quantitative analysis of debt capacity focuses on a grouping of key financial ratios:
 - Capital ratios compare the System's resources to debt outstanding
 - Operating ratios compare annual debt service to income
- Debt capacity analysis measures the effect of additional debt issuances on the System's financial ratios, compared to ranges and medians used by bond rating agencies and capital markets to determine the relative creditworthiness of the System.
- A below average ratio in any one measure does not indicate a lower rating. Rather, various pro-forma ratios need to be evaluated collectively in conjunction with the various qualitative factors and in the context of the System's financial strategy.
- Currently, Moody's rates the CSU System as the 56th highest ranked system of those they rate (almost 300)

Moody's Rating scale

- ▶ Global Long-Term Rating Scale
- ▶ **Aaa** Obligations rated Aaa are judged to be of the highest quality, subject to the lowest level of credit risk.
- ▶ **Aa** Obligations rated Aa are judged to be of high quality and are subject to very low credit risk.
- ▶ **A** Obligations rated A are judged to be upper-medium grade and are subject to low credit risk.
- ▶ **Baa** Obligations rated Baa are judged to be medium-grade and subject to moderate credit risk and as such may possess certain speculative characteristics.
- ▶ **Ba** Obligations rated Ba are judged to be speculative and are subject to substantial credit risk.
- ▶ **B** Obligations rated B are considered speculative and are subject to high credit risk.
- ▶ **Caa** Obligations rated Caa are judged to be speculative of poor standing and are subject to very high credit risk.
- ▶ **Ca** Obligations rated Ca are highly speculative and are likely in, or very near, default, with some prospect of recovery of principal and interest.
- ▶ **C** Obligations rated C are the lowest rated and are typically in default, with little prospect for recovery of principal or interest.

Standard and Poor's Rating Scale

- ▶ **Investment Grade Rating Scale**
- ▶ **AAA:** An obligor rated 'AAA' has extremely strong capacity to meet its financial commitments. 'AAA' is the highest issuer credit rating assigned by Standard & Poor's.
- ▶ **AA:** An obligor rated 'AA' has very strong capacity to meet its financial commitments. It differs from the highest-rated obligors only to a small degree. Includes:
 - **AA+:** equivalent to [Moody's](#) Aa1 (high quality, with very low credit risk, but susceptibility to long-term risks appears somewhat greater)
 - **AA:** equivalent to Aa2
 - **AA-:** equivalent to Aa3
- ▶ **A:** An obligor rated 'A' has strong capacity to meet its financial commitments but is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligors in higher-rated categories.
 - **A+:** equivalent to A1
 - **A:** equivalent to A2
- ▶ **BBB:** An obligor rated 'BBB' has adequate capacity to meet its financial commitments. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitments.
- ▶ There are C class and lower ratings not listed here also

Debt Capacity Measures

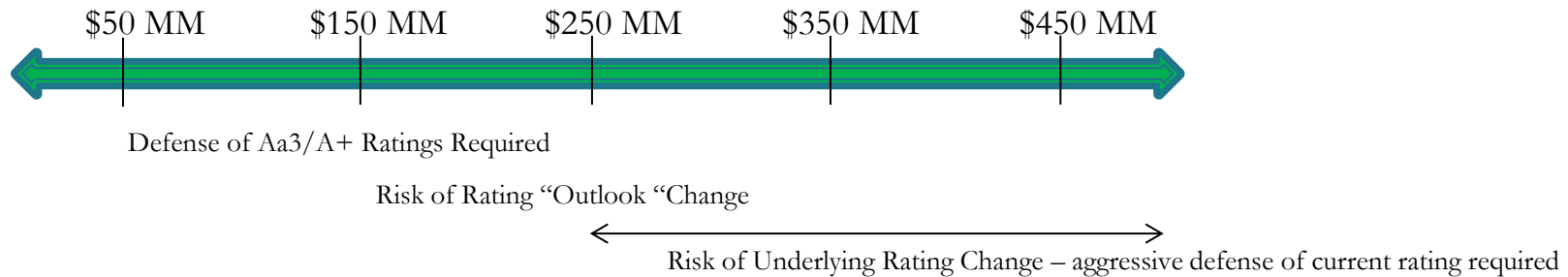
1. **There are two “debt capacity” ratings for most projects – Underlying and Intercept**
2. **Underlying rating partly based on internal covenants in Master Resolution:** Debt capacity as defined by CSUS’s revenue bond documents:
 - Pledged revenues must be sufficient to cover related debt service
 - 1.0x debt service coverage requirement under the Master Resolution
 - 1.10 to 1.25x debt service coverage required internally by board policy
 - No requirement to stay within certain “ratio” parameters however.
3. **Under State Intercept Program:**
 - The State of Colorado “backs/guarantees” payment of bonds to investors for certain governmental entities should they default. This includes higher education
 - There is a formula in Statute that determines the amount of bonds which may be issued with this state guarantee
 - If a Board approves use of this “backstop” the project is automatically rated at the state’s rating of Aa2 and AA-
 - Proposed legislation to increase pled-gable tuition revenue would increase capacity to \$3.0b to 5.0 billion

Current Debt Capacity

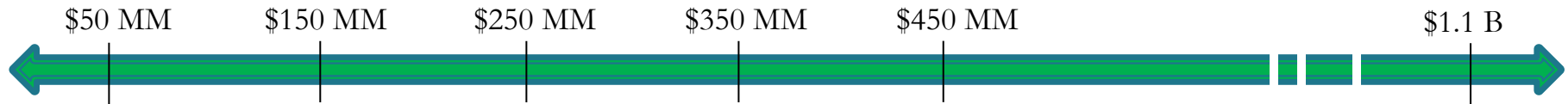
- ▶ Assuming most projects are issued under the State Intercept Program current capacity is \$1.1 billion (Aa2 / AA-)
- ▶ Proposed legislative changes to include more tuition in the net revenue pledge would increase capacity to \$3.0 to 5.0 billion (estimate)
- ▶ Using existing CSU Lien Structure w/o Intercept the consensus is we have a maximum of \$400 to \$450 million (Aa3 / A)
- ▶ Charts below show comparison to Moody's Median ratios and other institutions.

Capacity – Underlying and Intercept

Additional Capacity Under Existing Lien



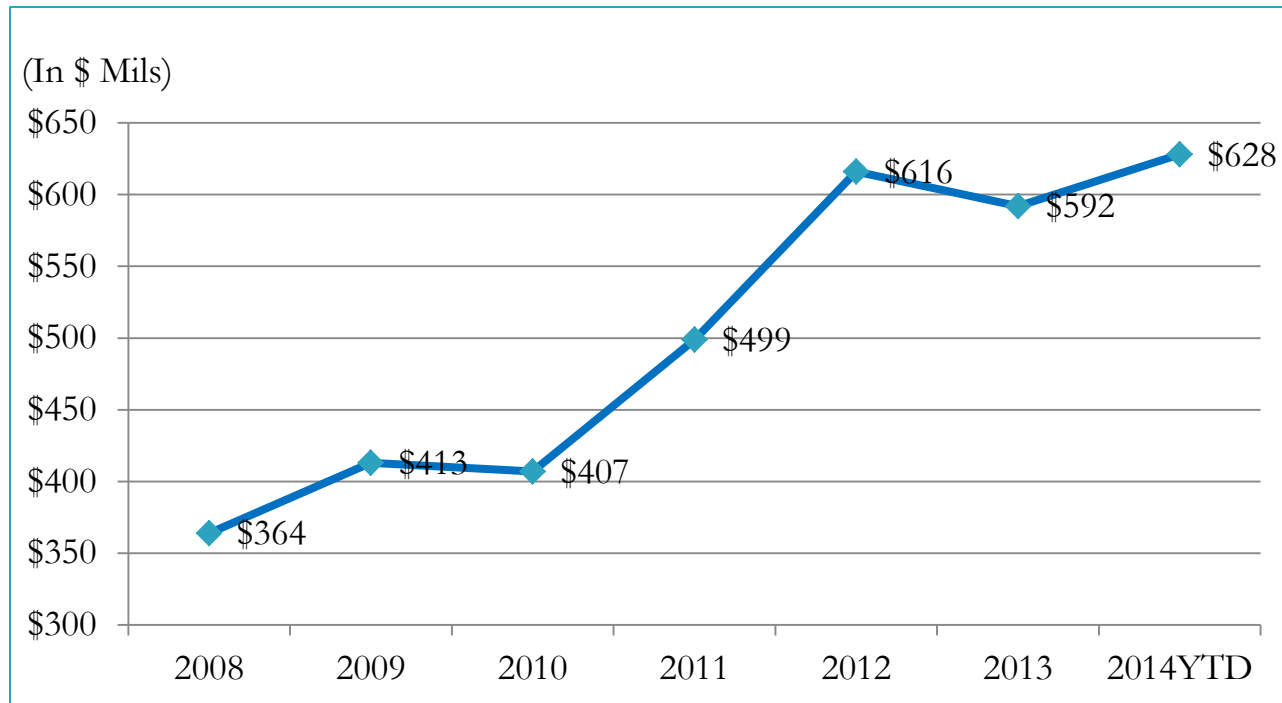
Additional Capacity Under Aa2/AA- Intercept Program – based on statutory formula



What Revenue We Pledge to Investors

Colorado State University System Historical Net Revenues For the Fiscal Year Ended June 30					
	2008	2009	2010	2011	2012
Gross Revenues					
Facilities	\$ 86,155,918	\$ 95,015,214	\$ 95,865,817	\$102,103,608	\$104,755,611
Student Fees	14,998,815 ³	16,975,748 ³	17,753,299	20,307,683	20,271,356
Research Facilities	3,187,032	2,229,253	3,213,336	3,512,975	3,148,220
Indirect Cost Recoveries	39,706,000	41,240,000	39,370,000	42,159,624	46,123,720
Student Tuition ¹	22,615,628	23,957,948	24,348,946	27,923,988	31,836,585
Facilities Construction Fees	6,763,608	6,583,032	6,873,249	9,341,104	11,868,877
Investment Income	<u>2,216,965</u>	<u>1,782,536</u>	<u>1,469,941</u>	<u>1,944,102</u>	<u>1,399,946</u>
Total Gross Revenues	<u>\$175,643,966</u>	<u>\$187,783,731</u>	<u>\$188,894,588</u>	<u>\$207,293,084</u>	<u>\$219,404,315</u>
Operation and Maintenance Expenses					
Facilities	87,334,007	93,747,880	94,407,160	100,374,506	102,011,782
Research Facilities	3,201,177	3,621,766	2,603,232	3,326,968	2,565,676
Adjustments ²	<u>(544,372)</u>	<u>(619,202)</u>	<u>(1,081,136)</u>	<u>(2,012,503)</u>	<u>(717,855)</u>
Total Operation and Maintenance Expenses	<u>89,990,812</u>	<u>96,750,444</u>	<u>95,929,256</u>	<u>101,688,971</u>	<u>103,859,603</u>
Principal and Interest	<u>4,123,312</u>	<u>5,794,235</u>	<u>5,897,046</u>	<u>5,761,453</u>	<u>5,736,778</u>
Total Prior Bond Obligation Expenses	<u>4,123,312</u>	<u>5,794,235</u>	<u>5,761,453</u>	<u>5,736,778</u>	<u>5,897,046</u>
Net Revenues	<u>\$ 81,529,842</u>	<u>\$85,239,052</u>	<u>\$87,203,879</u>	<u>\$99,867,335</u>	<u>\$109,647,666</u>

Growth of CSU System Debt Burden



- \$628 million in System debt outstanding as of September 15, 2013
- \$144.5 million is not credit enhanced by the Intercept Program (comprised of remaining Series 2007A, Series 2007B, Series 2008A and Series 2013C and D Bonds)
- Annual debt service payments of \$47 million

Current Anticipated Capital Needs for 2014–2017

○ CSU	
• Aggie Village North (December)	\$111.0M
• PERC	\$10.0M
• Parking Garage	\$30.0M
• Renovations (December – \$24m)	\$30.0M
• Natural Resources Addition	\$20.0M
• Biology Building	\$60.0M
• Large Academic Building	\$50.0M
• Heating Plant/Utilities	<u>\$30.0M</u>
• Sub–Total	\$340.0M
○ CSU–Pueblo	
• Belmont Residence Hall	<u>\$20.0M</u>
○ TOTAL	\$360.0M

* Stadium–if built, would be financed/donor funded and is not inTOTAL\$125 – \$200.0M

* Engines and Energy Conversion Lab–not in TOTAL, but may be added if local financing is not available – \$11.5M

* \$135–146M of CSU projects slated for financing in Dec. 2013

Bond Issuance Procedures

Present Facility Program Plans to Board for approval – This is the point in time when the Board is “approving” a campus project. This starts a chain of events to get the project financed and built as follows:

Obtain Necessary State Approvals and have project placed on Legislative 2-year Cash Fund list – parts of this process can run simultaneously .

- CCHE approvals,
- State Legislative approvals – Long-bill or 2-year cash list approval

Simultaneously System Office Develops Project Financing List and Conducts Financial Analyses with Campuses

- Obtain Pro-forma and confirm that cash flows for new debt service are viable
Considerations: Are projects self supporting?
Are the project’s financial projections reasonable?
Are approvals for increased fees in place?
Is new debt within the System’s debt capacity constraints?
- When financial viability is confirmed, System Office begins working with the external Bond Financing Team to develop issuance timeline and structure the financing.

Present Formal Plan of Finance Agenda Item to Board of Governors–now replaced by step 4

- This document outlines estimates and details of the proposed financing

Typically one meeting after Program Plans, the Board will be Presented a Supplemental Resolution and Preliminary Official Statement – this is the Board authorizing staff to issue debt to construct building, not approve a building

- The Supplemental Resolution lays out the financing parameters and covenants the board approves in order to sell bonds. It also is the point in time when the Board is approving the Preliminary Official Statement as the correct representation of the condition of the system to investors.
- Approval of this resolution and statement provides the authorization to conduct the bond sale.

System Office and External Bond Finance Team Finalize Issuance and Conduct Bond Sale

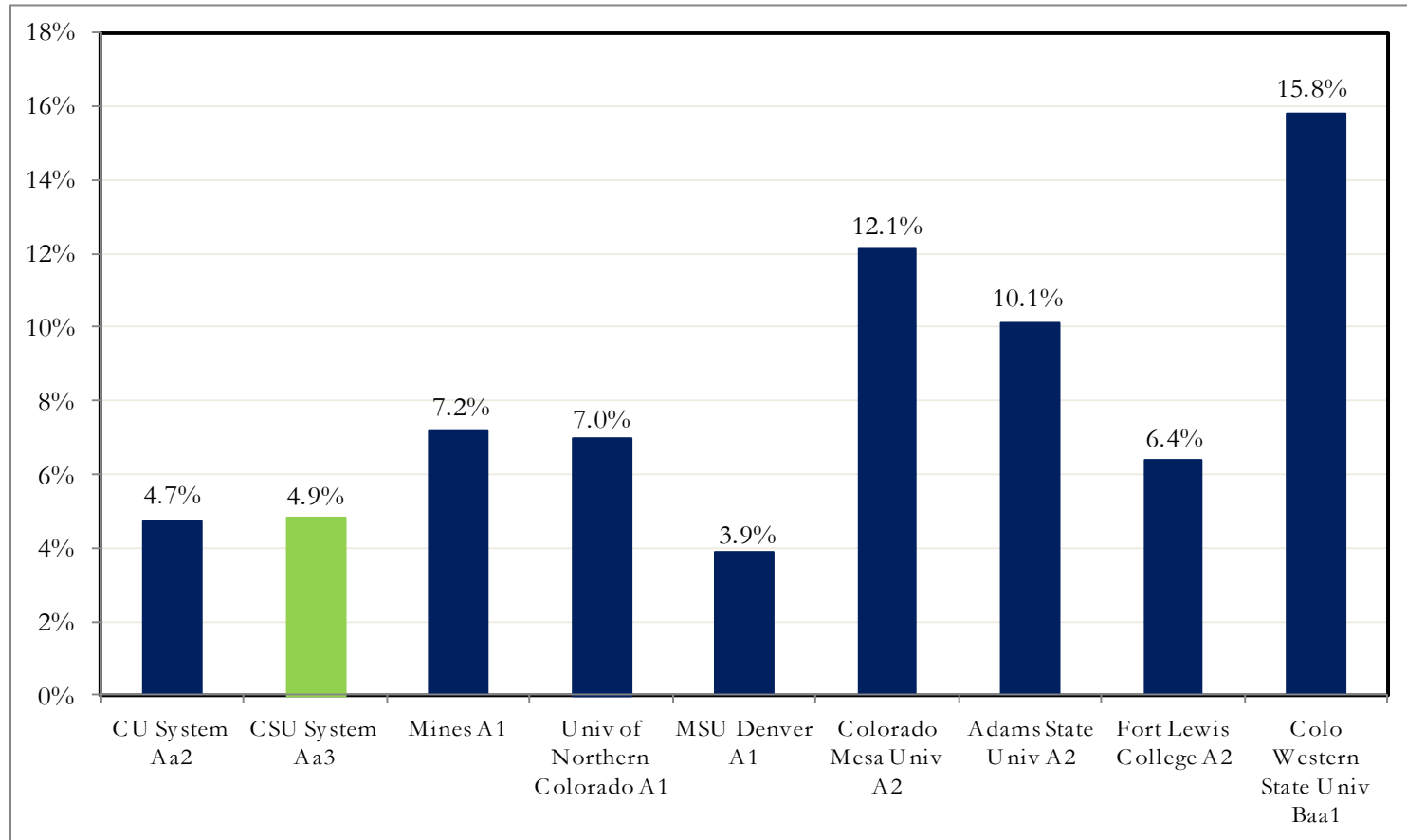
- The Preliminary Official Statement (POS), or offering circular, is distributed to potential investors
- Obtain rating from rating agencies
- Sales date is scheduled and bonds are sold

Present Sales Summary Information Item to Board of Governors

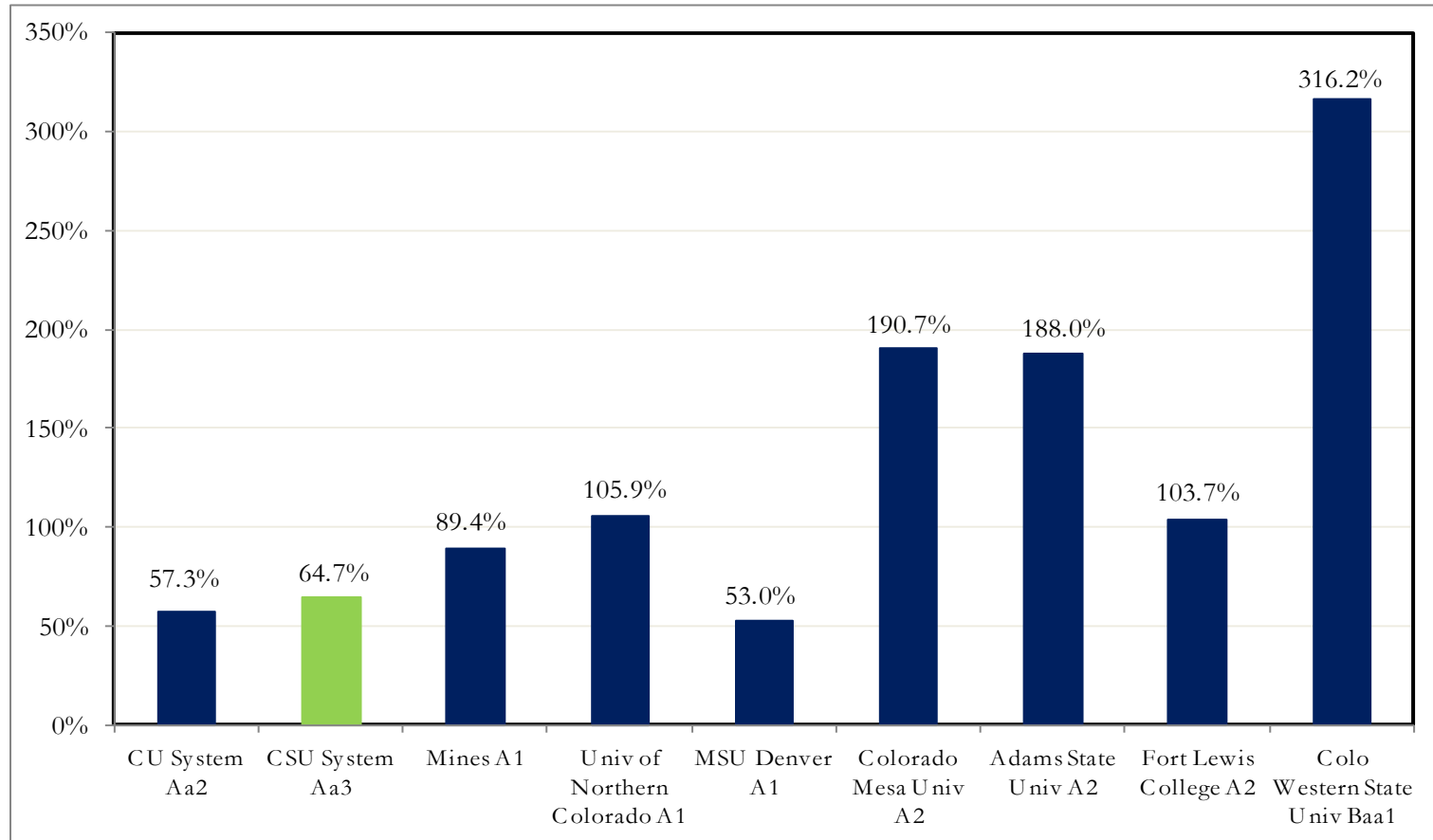
In-State Institution Comparison



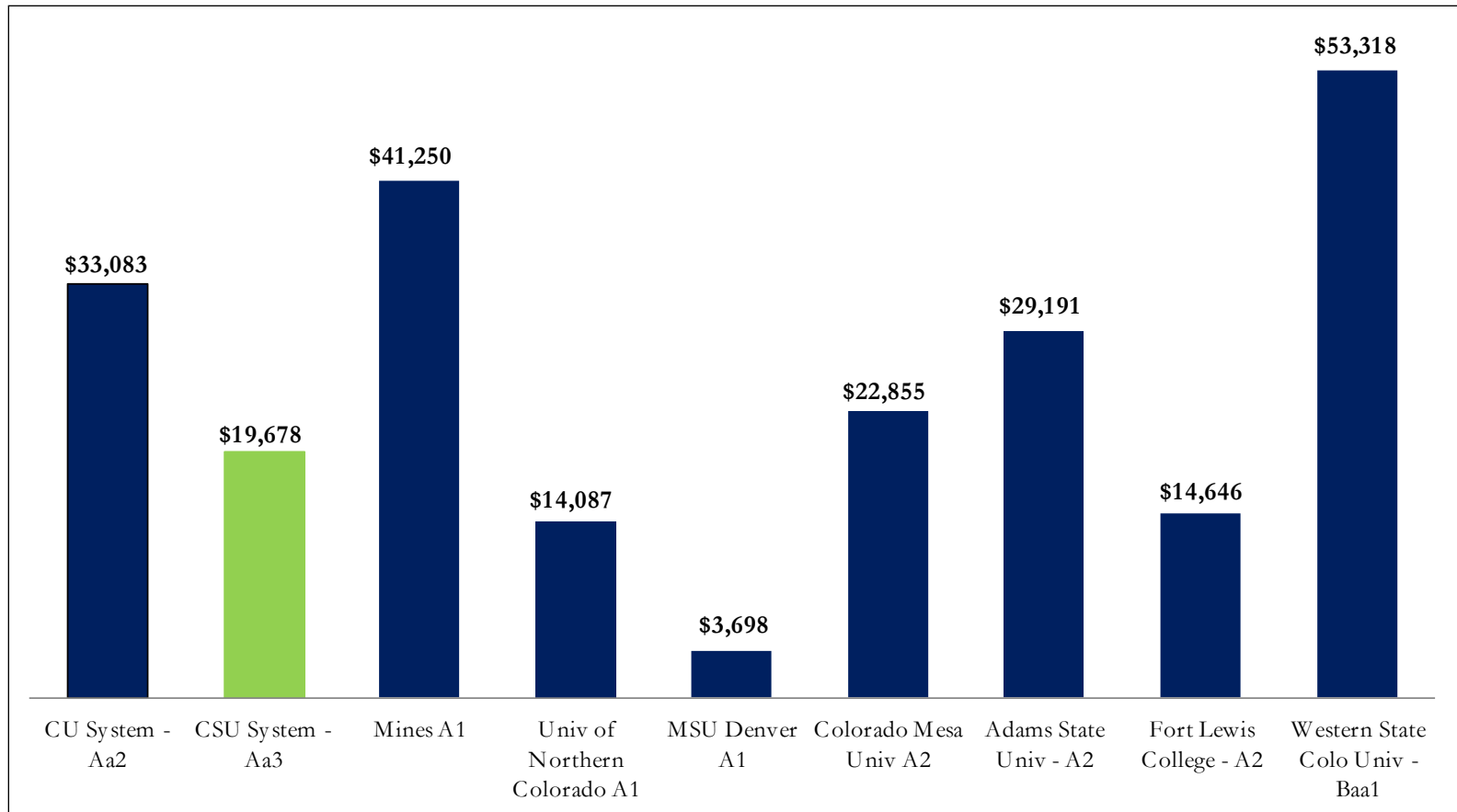
Debt Service as % of Operations



Debt to Operating Revenue



Debt per FTE



Academic Peer Comparison



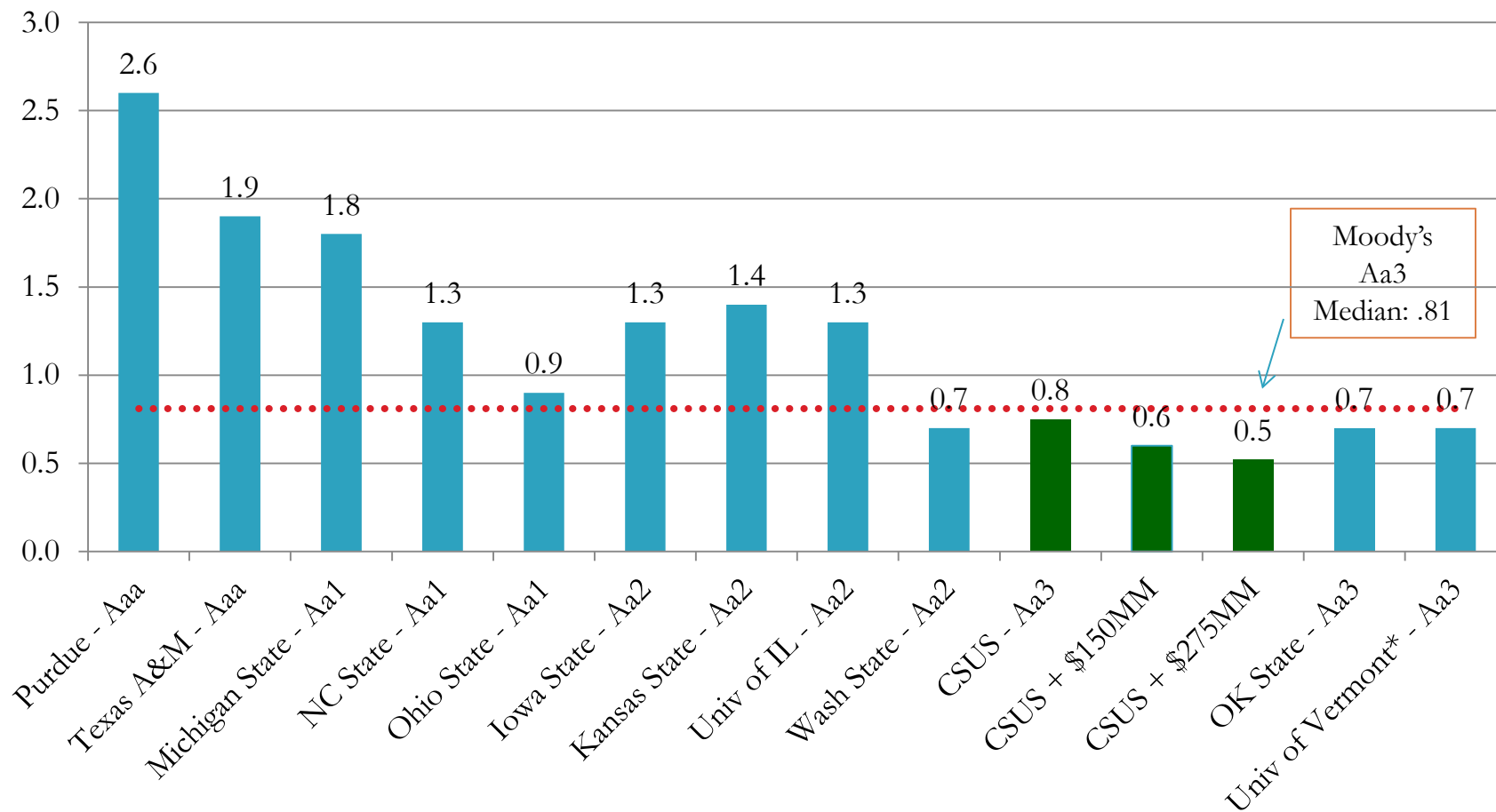
CSU SYSTEM RATIO ANALYSIS

At Current Debt Level (based on FY2012)

Rating Ratio	CSUS FY2012 Ratio	Current Rating			
		Moody's Median Aa2	Moody's Median Aa3	Moody's Median A1	
Debt Service as % of Operations	4.00%	3.80%	4.00%	5.00%	
Debt Service Coverage	3.20	3.20	2.93	2.85	2.44
Debt per Student	19,677	19,677	15,579	14,797	13,061
State Appropriation per Student	3,249	8,544	5,751	4,694	3,249
Unrestricted Resources to Debt	0.58	0.65	0.51	0.38	0.35
Expendable Resources to Debt	0.75	1.17	0.81	0.75	0.73
Total Resources to Debt	1.02	1.94	1.26	1.11	1.02
Operating Margin	2.00%	2.70%	3.30%	2.30%	2.00%
Expendable Resources to Ops.	0.48	0.48	0.55	0.5	
Total Resources per Student	20,179	34,833	20,179	17,090	13,334
Debt as % of Operating Rev.	0.64	0.45	0.58	0.64	0.65

Expendable Resources to Debt

(Higher ratio indicates greater balance sheet strength)

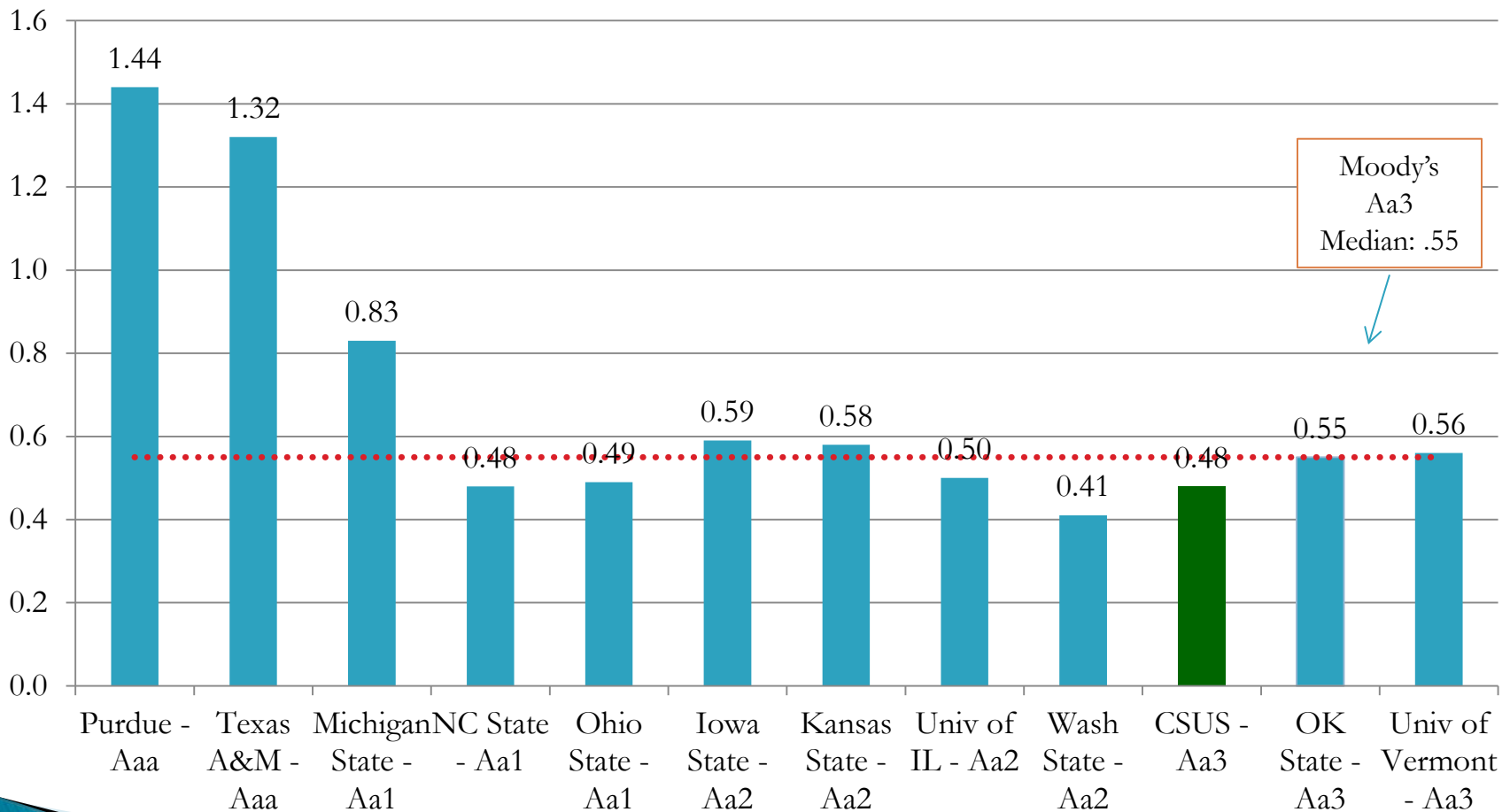


Source: Wells Fargo and Moody's MFRA Database

* Not an academic peer, included for comparison purposes.

Expendable Resources to Operations

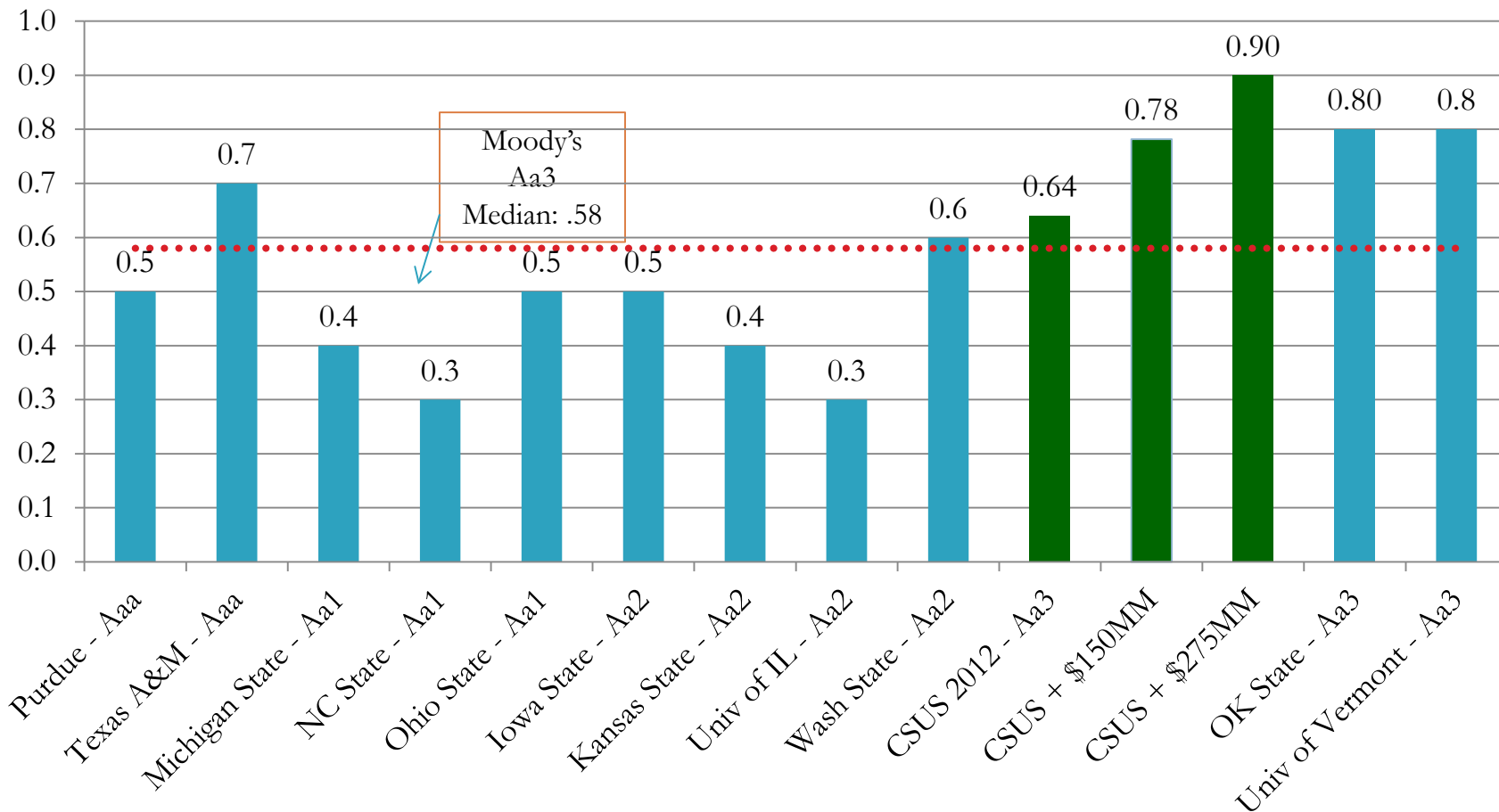
(Higher ratio indicates greater balance sheet strength)



Source: Wells Fargo and Moody's MFRA Database
 * Not an academic peer, included for comparison purposes.

Debt to Operating Revenue

(Higher ratio indicates greater degree of leverage)

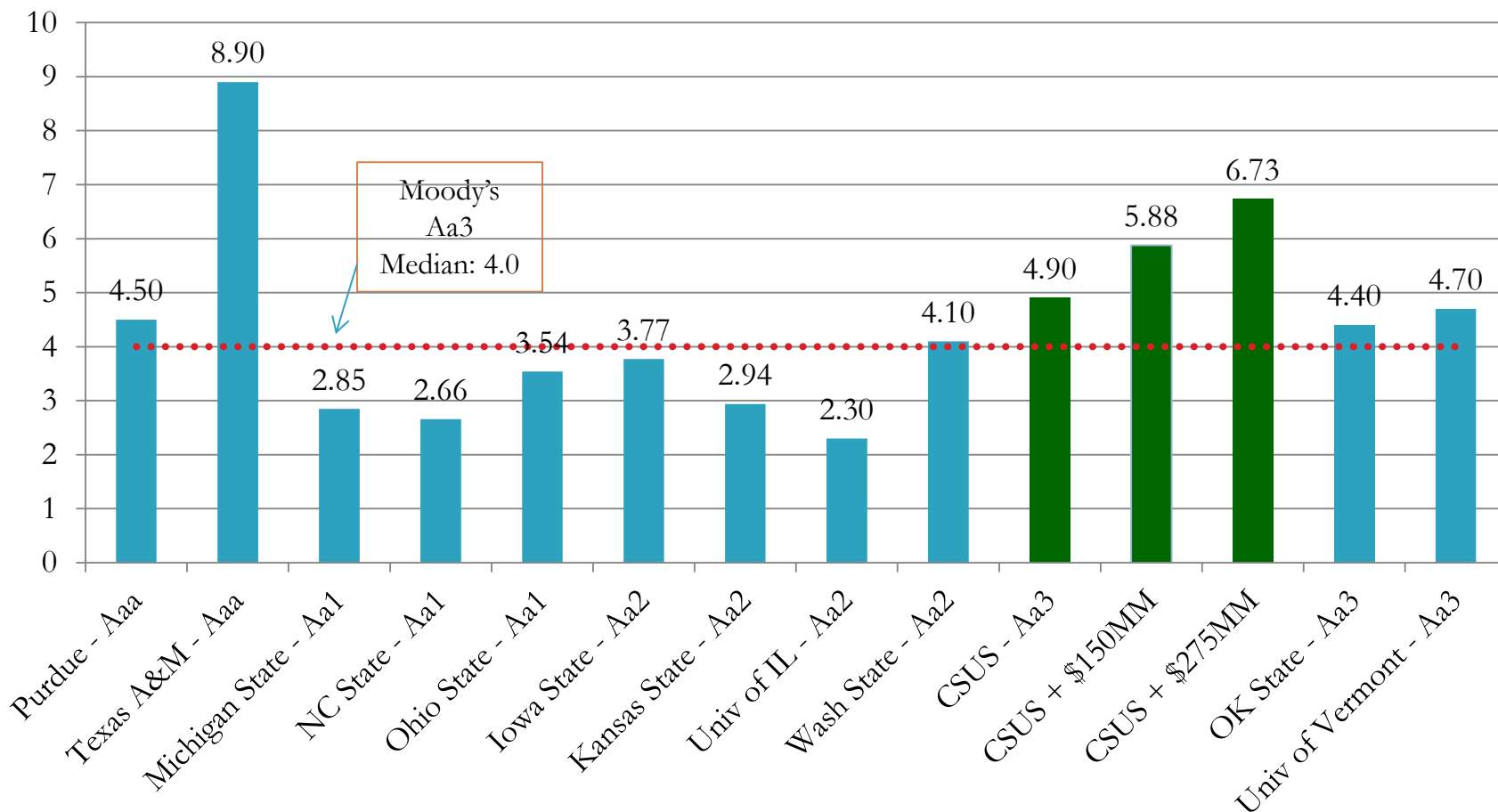


Source: Wells Fargo and Moody's MFRA Database

* Not an academic peer, included for comparison purposes.

Debt Service as % Operations

(Higher ratio indicates greater degree of leverage)

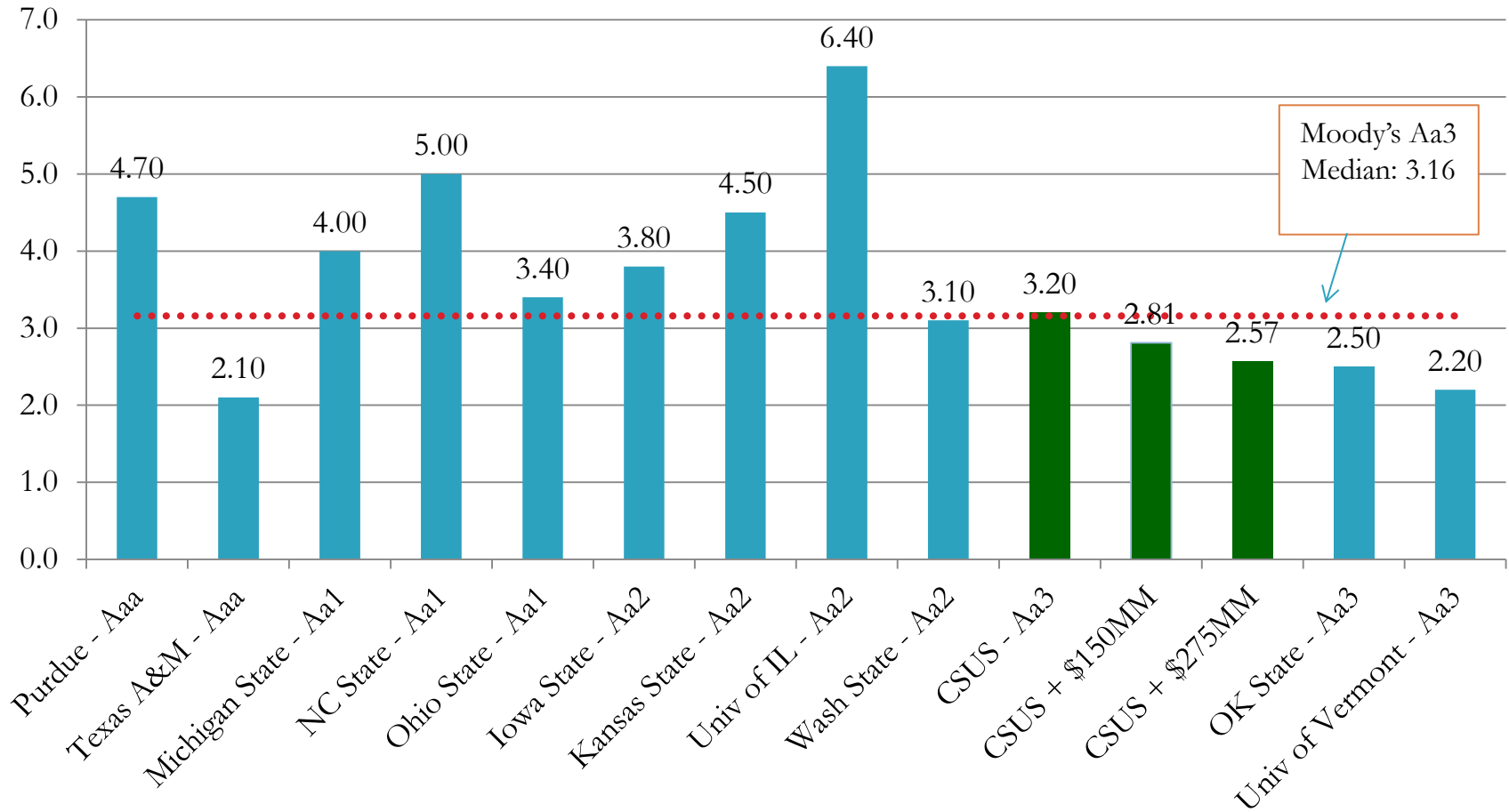


Source: Wells Fargo and Moody's MFRA Database

* Not an academic peer, included for comparison purposes.

Debt Service Coverage

(Higher coverage indicates greater bondholder security)



Source: Wells Fargo and Moody's MFRA Database
* Not an academic peer, included for comparison purposes.

Ratings summary

- ▶ Moody's confirmed Aa3 rating for recent sale of CSU–Pueblo Occhiato University Center
- ▶ Comments found in rating report:

STRENGTHS

*CSUS has a stable student market position as a public university system comprised of the state's land grant institution in Fort Collins, with a smaller regional public university in Pueblo serving southeastern Colorado, and an all on-line campus offering undergraduate degree completion and master degree programs (CSU Global Campus). The three university components had a combined 31,914 full-time equivalent (FTE) students in fall 2012, up 3.2% over fall 2011 (30,939 FTE).

*The university's operating performance has improved (10.1% operating cash flow margin in FY2012) due to expense controls implemented in FY 2009 and healthy net tuition revenue growth of 35% from FY 2010 to FY 2012.

*With the state legislature's 2010 passage and governor's signing of a bill allowing the Colorado public institutions to raise tuition without legislative caps, the system may raise tuition up to 9% or more annually through July 2016 when the bill expires, under certain conditions.

*CSU's multidisciplinary research activity is sizeable. Grants and contracts totaled \$337 million in FY 2012, comprising 34% of operating revenues (Moody's adjusted).

Ratings Summary Continued

CHALLENGES

*CSUS faces uncertainty around future state funding (state issuer rating of Aa1 /stable). Current combined College Opportunity Fund (COF) and fee-for-service FY 2013 funding of \$103.7 million was down 2.6% from FY 2012. The FY 2014 total is currently funded at \$109.8 million.

*Leverage has increased sharply over the past five years, with \$628 million of pro-forma debt, up 65% times from FY 2008. Debt-to-revenue, on a pro-forma basis, has grown to 0.64 times (up from 0.49 times in FY 2008), and expendable financial resources in FY 2012 cushioned pro-forma debt 0.75 times, compared to the stronger coverage of 1.0 times in FY 2008. Management anticipates additional borrowing for major capital projects over the next few years.

*Federal funding represented 67% of research expenditures in FY 2012, which exposes the system to potential cuts in federal grants in a more competitive federal funding environment.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 3, 2013
Colorado State University-Fort Collins**

Board Members: Scott Johnson, Chair; William Mosher, Vice Chair; Ed Haselden
Frank Zizza, Ann Leslie Claesson, Vanessa Emerson

CSURF Board Liaison: TBD

Staff: Kathleen Henry

OPEN SESSION

Update on Proposed New Stadium – President Tony Frank, CSU-Fort Collins

EXECUTIVE SESSION

**OPEN SESSION
(Reconvened)**

- | | | |
|--------------------------------------|---------------|--------|
| 1. Water portfolio transactions | (Tony Frank) | Action |
| 2. Mineral Lease – Washington County | (Tony Frank) | Action |
| 3. Upcoming CSU Program Plans | (Amy Parsons) | Update |

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

MATTERS FOR ACTION:

Real Property: Approval of water rights portfolio transactions.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the transactions related to the acquisition, sale, transfer, and dedication of water rights as generally described below per parameters discussed in executive session of the Board.

FURTHER MOVED, that the President of Colorado State University, in consultation with the Office of General Counsel, is hereby authorized to sign implementing contracts and other documents as may be necessary and appropriate to consummate the transactions.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The University owns a number of water rights throughout the State. These water rights are a valuable asset to our agricultural instruction and research programs. However, as the University grows and changes, our needs for specific water rights change. Recent decisions regarding property, changes in State regulations for ground water, as well as campus development have generated the need to acquire and dispose of water rights to meet a variety of needs.

Consistent with the Water Rights Management Plan approved by the Board in May 2001, the University recommends taking the following actions related to the water rights portfolio.

- Acquisition: Transfer of a gifted share consolidating ownership with the Board and enhancing administrative efficiencies.
 - ½ share of Rocky Ford Ditch Company from the Colorado State University Research Foundation (CSURF).

- Dedication for Augmentation: In order to operate wells in areas of the State where there is a shortage of water, augmentation plans are required. These court approved plans provide surface water to replace river depletions resulting from well usage, avoiding injury to downstream water rights owners.
 - 10 Shares of Santa Maria Reservoir Company
 - 8 Shares of Cache La Poudre Reservoir Company
 - 4 Shares of New Cache La Poudre Irrigating Company

- Sales/Transfers for Development Credit: Only water shares with no current or projected long-term use will be used for sale or development credit. Dedication for development credit will allow maximum realization of share value through avoidance of cash payment to municipalities.
 - Up to 120 shares of Arthur Irrigation Company.
 - Up to 185 shares of Sherwood Reservoir Company.
 - Up to 2 shares of Sherwood Irrigating Company.
 - Up to 6.45 shares of Larimer County Canal No 2 Company
 - Up to 656 Shares of Fire Mountain Canal & Reservoir Company
 - 1 Preferred Right in Fossil Creek Reservoir

Approved

Denied

Board Secretary

Date

Stretch Goal or Strategic Initiative: Additional Revenue. #38 Comprehensive Financial Management. Board approval of this administrative action is required by statute, CCHE, Board, or university policy.

MATTERS FOR ACTION:

Land: Oil & Gas Lease on Approximately 160 Mineral Acres in Washington County, Colorado.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System (Board) hereby approves the lease of approximately 160 mineral acres in Washington County, Colorado.

FURTHER MOVED, that the President of Colorado State University, in consultation with the Office of General Counsel, is hereby authorized to sign implementing contracts and other documents as may be necessary and appropriate to consummate the transaction.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The University wishes to enter into an oil & gas lease, at market rate, for approximately 160 mineral acres in Washington County, Colorado. The property is an area of sporadic activity for the oil & gas industry. Lease terms will be negotiated following the general parameters discussed in executive session.

Approved

Denied

Board Secretary

Date

BOARD OF GOVERNORS
October 3-4, 2013
Lory Student Center, Colorado State University, Fort Collins

FRIDAY, October 4, 2013

**Board of Governors Working Breakfast with the CSUS Leadership Team
and CSU Deans** (*Cherokee Park*) **7:30 a.m. – 9:00 a.m.**

BOARD OF GOVERNORS MEETING (*Grey Rock*)

COMMENCE MEETING - CALL TO ORDER **9:00 a.m. – 3:30 p.m.**

1. **Public Comment** (*50 min.*) 9:00 a.m. – 9:50 a.m.
2. **Board Chair's Agenda** (*10 min.*) 9:50 a.m. – 10:00 a.m.
3. **Executive Session** (*1 hr. 30 min.*) 10:00 a.m. – 11:30 a.m.
4. **Committee Reports** (*20 min.*) 11:30 a.m. – 11:50 a.m.
 - A. **Evaluation Committee** (Mary Lou Makepeace, Chair) (*5 min.*)
 - B. **Audit and Finance Committee** (Dennis Flores, Chair) (*5 min.*)
 - C. **Academic and Student Affairs Committee** (Mary Lou Makepeace, Vice Chair) (*5 min.*)
 - D. **Real Estate/Facilities Committee** (Scott Johnson, Chair) (*5 min.*)
5. **Board of Governors Policy Manual** (*15 min.*) 11:50 a.m. – 12:05 p.m.
6. **Approval of Resolutions and Consent Agenda** (*5 min.*) 12:05 p.m. – 12:10 p.m.

Consent Agenda Items:

A. Colorado State University System

- Minutes of the August 1, 2013 Evaluation Committee Meeting
- Minutes of the August 1, 2013 Academic and Student Affairs Committee Meeting
- Minutes of the August 1, 2013 Audit and Finance Committee Meeting
- Minutes of the August 1, 2013 Real Estate/Facilities Committee Meeting
- Minutes of the August 2, 2013 Board of Governors Breakfast Meeting
- Minutes of the August 2, 2013 Board of Governors Meeting
- Minutes of the August 21, 2013 Board of Governors Special Meeting
- Minutes of the August 21, 2013 Evaluation Committee Meeting

B. CSU-Fort Collins

- Posthumous Degree Candidate

C. CSU-Pueblo

- Approval of Appointment of Vice President of Student Services and Enrollment Management

D. CSU-Global Campus

- Approval of Degree Candidates

Working Lunch/Break (*20 min.*) 12:10 p.m. – 12:30 p.m.

7. **Presidents' Reports and Campus Updates** (*50 min.*) 12:30 p.m. – 1:20 p.m.

- A. **CSU-Global Campus: President's Report** – Presented by Becky Takeda-Tinker (*30 min.*)

Colorado State University System
Board of Governors Meeting Agenda
October 3-4, 2013

B. **CSU-Fort Collins:** President's Report – Presented by Tony Frank (*10 min.*)

C. **CSU-Pueblo:** President's Report – Presented by Lesley Di Mare (*10 min.*)

8. Faculty and Student Representatives' Reports (*25 min.*) 1:20 p.m. – 1:45 p.m.

A. Faculty Reports

- CSU-Fort Collins: Faculty Report – Presented by Alexandra Bernasek (*5 min.*)
- CSU-Global Campus: Faculty Report – Presented by Ann Leslie Claesson (*5 min.*)
- CSU-Pueblo: Faculty Report – Presented by Frank Zizza (*5 min.*)

B. Student Reports

- CSU-Fort Collins: Student Report – Presented by Nigel Daniels (*5 min.*)
- CSU-Pueblo: Student Report – Presented by Vanessa Emerson (*5 min.*)

9. Chancellor's Report (*15 min.*) 1:45 p.m. – 2:00 p.m.

10. System Wide Discussion Items (*1 hr. 20 min.*) 2:00 p.m. – 3:20 p.m.

A. **Legislative Issues**

B. **President Obama's Higher Education Plan**

11. Board Meeting Evaluation (*10 min.*) 3:20 p.m. – 3:30 p.m.

12. Adjournment **3:30 p.m.**

Next Board of Governors Board Meeting: December 2-3, Colorado State University System Offices, Denver

APPENDIX

- Board Correspondence
- Construction Status Reports
- Readings on Higher Education

Section

1

Public Comment

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Board Chair's Agenda

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Executive Session

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Committee Reports

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Policy Manual

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Section

8

Consent Agenda

- A. Colorado State University System
 - Minutes of the August 1, 2013 Evaluation Committee Meeting
 - Minutes of the August 1, 2013 Academic and Student Affairs Committee Meeting
 - Minutes of the August 1, 2013 Audit and Finance Committee Meeting
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- D. CSU-Global Campus
 - Approval of Degree Candidates

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 1, 2013**

CALL TO ORDER

Board Chair Dorothy Horrell called to order the Committee meetings at 8:00 a.m. and reported Governor Bill Mosher was unable to attend due to a prior commitment. She turned the meeting over to Evaluation Committee Chair Mary Lou Makepeace.

ROLL

Committee members present: Mary Lou Makepeace, Chair; Mark Gustafson, Vice Chair; Dennis Flores; Dorothy Horrell; Scott Johnson; Ed Haselden; Demetri “Rico” Munn; Joseph Zimlich

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Auditing; Michael Nosler, CSUS General Counsel.

System Staff present: Adam Fedrid, IT Manager; Sharon Teufel, Executive Assistant to the Board.

Committee Chair Makepeace convened the Evaluation Committee. She reviewed the agenda that will begin with an overview of the process and policies by CSUS General Counsel Nosler followed by convening in Executive Session to meet individually with the Appointees, Chancellor and Presidents.

General Counsel Nosler explained there were two evaluation policies that were adopted by the Board. There is an Appointee Policy for the annual performance evaluations for the direct Board reports that are conducted on the fiscal year basis. The current Appointees are Allison Horn, CSUS Director of Internal Auditing; CSUS Chancellor Michael Martin; and General Counsel Nosler. The Appointees submit on July 1st a self-evaluation for the past fiscal year to the Chair of the Evaluation Committee in accordance with the policy. The Board then convenes the Evaluation Committee to review the materials and solicit other input. The committee then meets with the Appointees to provide feedback and set performance goals for the next year.

The same procedure is followed for the Presidents except the Chancellor solicits input and provides comments to the Board on the Presidents’ performance. The committee then meets with the Presidents and, with input from the Chancellor, sets the goals for the coming fiscal year.

General Counsel Nosler reported that, in conjunction with the proposed Board Policy Manual based upon discussions with the Chancellor and Board Chair Horrell, the policy for the presidential evaluations is being modified to include a periodic comprehensive 360 review, wherein input is solicited from faculty, students and the campus community, every three years or upon renewal of a contract. The Chancellor would set up the procedures for the 360 review.

Committee Chair Makepeace commented that the proposed change had been previously discussed and inquired as to the annual input from students and faculty. General Counsel Nosler confirmed that input for the past fiscal year was received at the May Board meeting and was positive. Chancellor Martin remarked

that students and faculty can annually provide comments and the 360 review will have a more formalized response to ensure conformity across the campuses.

Governor Horrell noted that the proposed change in policy will reduce the burden on the Presidents in that the annual evaluation will not need to be quite as comprehensive. The Board can identify particular issues or concerns if necessary. General Counsel Nosler reported one other proposed change in the policies is the Board can call for a special evaluation meeting for any of its reports. The suggestion was made to conduct the 360 reviews every three years and in the year before a contract expires. General Counsel Nosler responded the contracts are five years and a schedule will be developed.

With no further discussion on the policies, Committee Chair Makepeace asked General Counsel Nosler to read the meeting into Executive Session. General Counsel Nosler read the meeting into Executive Session for the purposes of discussing and evaluating public officials and professional staff employees of the Board relating to all matters set forth and made confidential pursuant to C.R.S. § 24-6-402 (3) (b) (I) (2012) and to receive legal advice on specific legal questions which may arise. **Motion/Action:** The motion to convene in Executive Session was made, seconded and carried. The Evaluation Committee convened in Executive Session at 8:13 a.m. and adjourned at 12:20 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 1, 2013**

CALL TO ORDER

Board Chair Dorothy Horrell called to order the Open Session of the committee meetings at 12:35 p.m.

ROLL

Committee members present: Demetri “Rico” Munn, Chair; Mark Gustafson; Mary Lou Makepeace; Alexandra Bernasek, Faculty Representative, CSU-Fort Collins; Ann Leslie Claesson, Faculty Representative, CSU-Global Campus; Nigel Daniels, Student Representative, CSU-Fort Collins; Vanessa Emerson, Student Representative, CSU-Pueblo; Frank Zizza, Faculty Representative, CSU-Pueblo.

Governors present: Dennis Flores; Dorothy Horrell; Scott Johnson; Ed Haselden; Joseph Zimlich.

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Auditing; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests: Tanya Baird, Interim Executive Assistant to the Provost, CSU-Pueblo; Jon Bellum, Provost, CSU-Global Campus; Candice Bridgers, Audit Manager, CSU-Pueblo; Rick Callan Senior Real Estate Analyst, Colorado State University Research Foundation; Craig Cason, Associate Vice President, Facilities Management, CSU-Pueblo; Stephanie Chichester, CSUS Financial Advisor, North Slope Capital; Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Interim Director of Auxiliary Services, CSU-Pueblo; Erin Frew, Assistant Provost, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Marty Hanifin, Vice President, Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, Colorado State University Research Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Steve Hultin, Facilities Director, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Geri Koncilja, RAGE, CSU-Pueblo; Rick Kreminski, Dean, College of Science and Math, and Acting Director, Institutional Research, CSU-Pueblo; Tom Milligan, Vice President, External Affairs, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parson, Vice President, Operations, CSU-Fort Collins; Kristy Proctor, Dean, Graduate Studies and Research, CSU-Pueblo; Mike Rush, University Architect, CSU-Fort Collins; Gus Skinner, Vice President, Finance, CSU-Global Campus; Niki Whitaker, External Affairs, CSU-Pueblo; Carl N. Wright, Provost, CSU-Pueblo; Cora Zattel, External Affairs, CSU-Pueblo.

Board Chair Horrell welcomed new faculty representatives Dr. Alexandra Bernasek, CSU-Fort Collins, and Dr. Ann Leslie Claesson, CSU-Global Campus. She apologized for the delay in starting the Academic and Student Affairs Committee due to the extended Evaluation Committee meeting and asked Committee Chair Rico Munn to convene the Academic and Student Affairs Committee. Committee Chair

Munn convened the committee meeting and asked Dr. Rick Miranda, CSUS Chief Academic Officer, to review the new degrees for CSU-Fort Collins.

New Degrees – CSU-Fort Collins: Dr. Miranda reported both new degrees, the Doctor of Philosophy (Ph.D.) in Toxicology and the Plans A and B Master of Science in Toxicology in the College of Veterinary Medicine and Biomedical Sciences have been offered for several years in the Department of Environmental and Radiological Health Sciences. The recommended actions are to move the degrees out from under the more generic names as has been done with several specializations. The degrees would be the same programs under different names. By renaming and elevating the degrees, the programs are more recognizable and accurate as to what degrees are being attained and allows for better recruitment.

Motion/Action: Governor Makepeace moved to forward for Board approval the new degree programs. The motion was seconded and carried.

Miscellaneous Items – CSU-Fort Collins: Dr. Miranda explained that the degree of Performing Arts Major, College of Liberal Arts, with a specialization in Theatre or Dance, has been replaced by the Theatre Major and the Dance Major that were previously approved with no change in curricula or budget requests. Consequently there is no longer a need for the Performing Arts Major. **Motion/Action:** Governor Makepeace moved to forward for Board approval the action item to drop the major. Governor Gustafson seconded and the motion was carried.

Dr. Miranda explained the amended Faculty Manual policies were provided in the meeting materials. The changes are to clean up language and, in some cases, there are more substantive changes. He reviewed the changes as follows:

- Section B: References to statutes are replaced as appropriate.
- Section C.2.1.9.2 and C.2.1.9.6.a: Changes were made in terminology.
- Section C.2.1.9.5.h: Voting rights on the Committee on Strategic and Financial Planning are given to the Chair of the Classified Personnel Council who has been serving as a non-voting member.
- Section E.2.1: The State legislature last year gave institutions of higher education the ability to appoint faculty members to multi-year contracts. Changes in language were necessary to provide the mechanisms and procedures and to change the existing incompatibility with faculty as at-will employees only. There will be three types of non-tenure track faculty: temporary; special faculty that has the ability for all ranks and relationships, either at-will, an unspecified appointment with no ending date, or a multi-year contract with an end date; and senior teaching appointments which are a form of special faculty but a separate category, many of whom have a long-term relationship with the university and expectations for curriculum development and service to the department.
- Section E.10.4.1.2: Revisions to language on extension of the probationary period are not substantive.
- Section E.12.1: Revisions to language on performance reviews are not substantive.
- Section E.14: Revisions to language on performance reviews are not substantive.
- Section F.3.2.1: Revisions to language on leave accruals are not substantive.
- Section G.1: Revisions to language on study privileges are not substantive.
- Section I.6.2: Revisions to language on performance reviews are not substantive.
- Section K: Revisions were made to clarify the precise duties and expectations of the Grievance Panel and the Grievance Panel Chair; the duties of the University Grievance Officer; and the Mediator workload and pay policies.
- Appendix 3: Changes were made in the Family Medical Leave policy to better align with federal law, particularly to benefits for veterans, which were not in the appendix on FML.

Dr. Miranda reported all changes were proposed by Faculty Council committees and approved by the Faculty Council Executive Committee, the Office of General Counsel, and by the full Faculty Council on a vote of the floor. He has been in close observation of the process throughout and supports all of the changes. President Frank has also reviewed the revisions. **Motion/Action:** Governor Makepeace made the motion to forward the Faculty Manual changes to the Consent Agenda. The motion was seconded and carried.

Dr. Miranda reported a summary of the modifications to the Honorary Degree Policy is included in the meeting materials. The major changes are the 1) the number of honorary degrees at any one commencement is being limited to one in order to highlight the individual in a unique ceremony; 2) the criteria for awarding the degree, especially for philanthropic acts, has been modified in the process documentation; and 3) the process documentation clarifies the eligibility criteria to highlight the preference given to individuals who have a significant connection to CSU.

President Frank noted that, the last time honorary degrees were awarded, the Board had asked that the policy be reviewed and clarified. The changes being implemented are a result of the Board's request. Dr. Miranda pointed out the meeting materials include a custom research brief on honorary degree policies at similar institutions across the country that he had commissioned from the University Leadership Council. **Motion/Action:** Governor Makepeace moved to forward the Honorary Degree Policy modifications to the Consent Agenda. The motion was seconded and carried.

Dr. Miranda reported the Program Review Schedule informs the Board of the programs that will undergo review during the current academic year. **Motion/Action:** Governor Makepeace moved to forward the Program Review Schedule to the Consent Agenda. The motion was seconded and carried.

Miscellaneous Items – CSU-Pueblo: President Lesley Di Mare introduced Dr. Carl Wright, the new Provost for CSU-Pueblo. Dr. Wright commented he had only been with the university for three weeks and asked Dr. Rick Kreminski, who had served as the Interim Provost, for assistance. Dr. Kreminski reported the Faculty Handbook changes are provided in the meeting materials and are being made to provide more information and clarification for faculty. He reviewed the amendments as follows:

- Section 1.2.3: Changes in shared governance reflect language modifications, defining three types of committees: Board, Councils and State Committees; and to request responses be provided in writing.
- Section 2.8: Changes were made to faculty responsibilities for classroom accommodations with regard to the Americans with Disabilities Act (ADA) and to work with the Disability Resource Office.
- Section 2.92: The section is a new addition of a midpoint review for tenure-track faculty. Tenure is typically a six-year process and the utilization of a three-year tenure-track review has varied by department. The addition will make the midpoint review mandatory across the campus.

Motion/Action: Governor Makepeace moved to forward the CSU-Pueblo Faculty Handbook amendments to the Consent Agenda. The motion was seconded and carried.

Dr. Kreminski reported the Board approves degree conferrals for CSU-Pueblo for August, December and May graduations. There is no graduation ceremony, but transcripts will note the students graduated in August. **Motion/Action:** Governor Makepeace moved to forward approval of the summer Degree Candidates to the Consent Agenda. The motion was seconded and carried.

Dr. Kreminski reported four to six programs are reviewed annually. All programs need to be reviewed every five years unless there is an exemption by an accrediting body. The Program Review Calendar submitted for CSU-Pueblo is through 2019-2020. **Motion/Action:** Governor Makepeace moved to forward the Program Review Calendar to the Consent Agenda. The motion was seconded and carried.

Miscellaneous Items – CSU-Global Campus: Dr. Jon Bellum, Provost, CSU-Global Campus, reported degrees are conferred every eight weeks and approval is requested at almost every Board meeting. The Fall 2013 A Term ending September 1st has 128 potential graduate candidates. **Motion/Action:** Governor Makepeace moved to forward approval of the Degree Candidates to the Consent Agenda. The motion was seconded and carried.

Policy Manual Changes: Committee Chair Munn asked Dr. Miranda to review the changes. Dr. Miranda reported the Academic Affairs (300 series) and Student Affairs (400 series) sections of the Policy Manual were circulated and reviewed by numerous individuals, including Dr. Blanche Hughes, Vice President for Student Affairs. There were no new policies in either section. The changes in the Academic Affairs policies were largely clarifications and not substantive. There were no changes in the Student Affairs policies.

Governor Horrell noted that the Board has delegated authority for approval to the Presidents, i.e., for sabbaticals, and inquired how the delegated authority was captured in the policies for Academic Affairs. Dr. Miranda reported there were three delegations in the past few years: sabbaticals, general leaves, and emeritus designations. The authority was granted with the expectation of reports to the Board. Policy 310 defines the sabbatical leave policy. General Counsel Nosler explained the amended Policy Manual appendix summarizes all of the Board's delegations with a statement of amendment as of August 1, 2012, for emeritus, sabbatical and other leaves. Following discussion, the recommendation was made to include a Policy 312 pertaining to emeritus designations. Leave policies are more relevant to Human Resources, not specifically Academic Affairs, since any employee can apply for leave.

Committee Chair Munn inquired as to the process for approval of the policies. General Counsel Nosler explained the intent is to have each committee review the appropriate sections of the Policy Manual. All modifications will be promulgated for Board approval. The policies will be published and the campuses and other institutions can then issue conforming policies. Governor Horrell indicated the intent is to approve the Policy Manual at the Board meeting the next day unless there are substantive changes.

Governor Haselden remarked that an important function of the Board is to set policy and suggested waiting until October to act on the Policy Manual to allow more time for review. Dr. Miranda commented that the manual is not replacing prior policy made by formal resolution of the Board, but is essentially enunciating the procedures of each policy. General Counsel Nosler explained the process for updating the Policy Manual and noted there were two new policies in finance on post-issuance compliance and municipal securities that need to be adopted before any new bonding can be completed.

In response to a question on the timeframe for program review in policy 303, Dr. Miranda explained the seven years was taken from the CCHE guidelines. He recommended allowing flexibility to align internal program reviews with any specialized accreditation reviews by different professional societies and accreditation bodies.

Committee Chair Munn clarified the understanding that, at least as related to the Academic Affairs and Student Affairs sections, there were no substantive changes in existing policy, but there is a proposal for adopting procedures to implement those policies. **Motion/Action:** Governor Makepeace moved to

forward for approval the Academic Affairs and Student Affairs policies. The motion was seconded and carried.

Calendar of Activities for the Academic and Student Affairs Committee: Dr. Miranda explained the calendar was developed to begin discussion on when the committee would like specific reports. Traditionally reports on faculty activities and the program review schedule have been presented in August; the prior year program reviews and sabbatical reports are presented in December; and teaching awards and promotion/tenure reports are presented in May. Enrollment data would not be available until the December meeting due to the timing of the fall census.

Chancellor Martin added that the intent is to integrate into a work plan all reports, including academically-timed reports, to inform the Board and seek guidance if necessary. The reports are tied to the business of the individual campuses. The campuses are not on exactly the same calendar for all units, i.e., the athletic programs at CSU-Fort Collins and CSU-Pueblo are in different conferences. The Chancellor, Presidents and System staff will continue to further define the work plan.

South Metro Initiative: Chancellor Martin commented on the issues brought forward at the June retreat relative to the prospect of moving forward with a new model to deliver educational programs in Denver, i.e., the National Western Center and the South Metro Initiative. He recounted how the CSU System was approached by business leaders in South Metro Denver. From that conversation, the CSUS team began the process to define a new model to deliver flexible, adaptable programs in collaboration and in partnership with other entities, such as businesses and community colleges with a 2+2 articulation, to meet individual student needs.

Chancellor Martin commented on the various meetings held with community colleges and businesses. An Action Committee chaired by the Dean of the College of Business at CSU-Fort Collins has been created to look at both the implementation of the business plan and the partnerships.

The guiding principles for the project include taking existing resources and infrastructure to create a low-cost, nimble model that can expand organically to meet a need expressed by the community. Each of the CSUS campuses will participate. The project will not be a CSUS operation, but an umbrella for the three campuses to recruit and educate students that otherwise would not likely be recruited. It will be demand-driven and potentially provide degrees at the undergraduate, graduate and certificate level. The intent is to build not only a great educational opportunity, but also develop political and community support.

Dr. Miranda explained the initial effort will be to provide curriculum in three different areas: undergraduate Nursing, undergraduate Business, and graduate education in Systems Engineering. Conversations with community colleges and other industry representatives indicate those markets seem to be robust and will allow launching an effort in the South Metro area in the healthiest way. Eventually other areas of needs could be identified and matched with the capabilities of the three campuses.

Mr. Rich Schweigert, CSUS Chief Financial Officer, explained the development process for the business plan that was distributed at the June meeting. The intent is for the initiative to grow organically for the first two years and then infuse funding for an aggressive marketing effort. Revenue generated will offset expenses and approximately \$500,000 in additional funding would be needed for the first two years.

When asked about degree requirements and partnering with community colleges, Chancellor Martin responded that those components are to be determined with the intent to deliver the services at the lowest possible cost in the most student-centric manner to a broad range of students. There will be blend of both

online and onsite programs. He acknowledged President Takeda-Tinker for incorporating into the new CSU-Global Campus office space the capability to offer classrooms for onsite teaching.

Chancellor Martin commented on the CSUS footprint that already exists in Denver and pointed out the National Western Center and the South Metro initiative provide an opportunity to bracket the community with the three parts of the CSU mission: teaching, research and engagement. He asked Mr. Tom Milligan, Vice President for External Relations, CSU-Fort Collins, to comment on the branding strategy.

Mr. Milligan commented on marketing efforts during the past five years that were focused on the Denver Initiative to expand brand awareness of CSU. He provided comparisons between CSU and CU and the improvements made in the Denver Metro area for top of mind awareness and willingness to recommend. The South Metro initiative would provide an opportunity for improved visibility and to build awareness.

Chancellor Martin asked President Frank to comment on the two Denver initiatives. President Frank explained how each of the two initiatives fit within the four questions that are addressed when considering new campus programs: 1) does it align with our mission; 2) does it help expand our brand; 3) what is the potential return on investment (ROI) vs. the costs, including time and energy, dollars, resources, opportunity costs and capacity; and 4) is the opportunity synergistic with the institution and with the sister institutions vs. internal competition?

Chancellor Martin asked Governor Haselden to comment on land that may be available in the future should a physical presence be needed in South Metro Denver. Governor Haselden commented on the general location on a potential site with the land possibly donated. Consideration would need to be given on how the location would fit within the overall Master Plan. He recommended that, at the point in time when space is needed, the opportunity should not be overlooked.

Chancellor Martin summarized that the South Metro initiative would be created without a large front-end investment and then would grow organically through market response. He noted the South Metro initiative is only a campus to the extent that it will host the true campuses to deliver the programs. A resolution was presented to indicate to the community that the CSU System was serious in pursuing the project. Should approval be given to move forward, the funding issues would then be addressed.

There was discussion on whether there would be a Memorandum of Understanding with community partners and the parameters on the initial funding. The recommendation by the committee was the resolution would be brought forward for Board approval with modifications to reflect a maximum initial capital expenditure of \$500,000 and a 24-month timeframe to evaluate the program to determine continuation with regular reports made to the Board on the progress.

Faculty Report – CSU-Fort Collins: Dr. Miranda indicated the reports from all three campuses were included in the meeting packet. Information was provided on faculty activity including how faculty is hired; annual reviews; reappointment processes; tenure and promotion processes and statistics; post-tenure review mechanisms, policies, and recent statistics; workload issues; compensation issues; and demographic statistics, including gender and minority percentages.

Dr. Miranda highlighted that the demographic statistics for CSU-Fort Collins reflect minority faculty has increased by 40% in the past five years and the number of female faculty has increased significantly. The total number of faculty has risen slightly over the past five years with recovery from the downturn in 2008-09. President Frank pointed out that, in the table for five different measures of teaching workload, CSU-Fort Collins compared to peers is slightly higher in all parameters and significantly higher in

research funding per faculty member which, spread across all faculty, is a marker of scholarship. Governor Makepeace commended CSU-Fort Collins' efforts to increase diversity.

Faculty Report – CSU-Pueblo: Dr. Kreminski indicated the CSU-Pueblo report is similar to the CSU-Fort Collins report. Significant efforts were made during the past six years to increase diversity. The percentage of female full-time faculty has increased by 33% and under-represented minority groups have increased by 40.7%. He explained that, in the data provided relative to the peer set approved by the Board, the top institution, Augusta State University in Georgia, merged with Georgia Health Sciences in January 2013 and now has a medical school so it is no longer an appropriate peer.

Referencing the presentation on the South Metro initiative, Dr. Kreminski clarified that the RN to BSN program is not technically a nursing program, is almost exclusively online, and is generally a 2.5+1.5 program rather than a 2+2 program because the RN students would bring in over 70 credit hours.

Governor Horrell commended Dr. Kreminski and CSU-Pueblo on the progress made on the rigor of the faculty evaluation process. She noted that the effort reflects CSU-Pueblo is paying attention to the issues and the processes of identifying where faculty can improve. Dr. Kreminski remarked that there was extensive campus discussion on the issue and the Deans worked with the Department Chairs to ensure existing policies were carefully scrutinized.

Faculty Report – CSU-Global Campus: Dr. Jon Bellum, Provost for CSU-Global Campus, explained that the entire faculty is part-time; therefore the metrics and data are different from the other campuses. CSU-Global Campus has high qualifications for faculty and all faculty teaching at the graduate level must have a terminal degree. All faculty, regardless of what level of teaching, must have a minimum of 18 graduate hours in the particular field they would like to be assigned to teach.

Dr. Bellum reviewed the three-step hiring process, the availability of additional paid training; and the compensation levels. In lieu of a raise this past year, the decision was made as a group to decrease the overall student cap in each class. Faculty receives additional pay for each student above the cap and data indicates most faculty members actually received more compensation due to having extra students in classes. Faculty feedback on the compensation has been positive.

Faculty has many opportunities for non-instructional activities and there is a Global Exchange that brings faculty together approximately every 12 weeks to provide an opportunity to examine a topic together as peers. Every year faculty members undergo a 360 performance evaluation with a self-evaluation, evaluation by a training manager, and student evaluations. Peer mentors are provided for three weeks in one of their classes with the faculty identifying an area to work on such as using technology tools better.

The data for the past year indicates there were approximately 20-25 new part-time faculty every month and there were 353 faculty on roster at the time the report was written. The diversity goal in the strategic plan is 25% with diversity at 26% for 2013. Faculty not in communication with CSU-Global Campus for six months is removed from the rosters. The number of faculty hired and trained every month has increased and the number with terminal degrees has increased from 80 to 84%. Retention of faculty is typically 94-95% with 92% for this past year. Faculty leaves for a variety of reasons. In some cases faculty do not meet expectations and are not reassigned.

With no further business to come before the committee, Committee Chair Munn asked for a motion to adjourn. **Motion/Action:** Governor Makepeace made the motion that was seconded and carried. The meeting was adjourned at 2:24 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT AND FINANCE COMMITTEE MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 1, 2013**

CALL TO ORDER

Committee Chair Flores called to order the Audit and Finance Committee meeting at 2:40 p.m.

ROLL

Governors present: Dorothy Horrell, Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Ed Haselden; Mary Lou Makepeace; Demetri “Rico” Munn; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU-Fort Collins; Ann Leslie Claesson, Faculty Representative, CSU-Global Campus; Nigel Daniels, Student Representative, CSU-Fort Collins; Vanessa Emerson, Student Representative, CSU-Pueblo; Frank Zizza, Faculty Representative, CSU-Pueblo.

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Auditing; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests: Tanya Baird, Interim Executive Assistant to the Provost, CSU-Pueblo; Jon Bellum, Provost, CSU-Global Campus; Candice Bridgers, Audit Manager, CSU-Pueblo; Rick Callan Senior Real Estate Analyst, Colorado State University Research Foundation; Craig Cason, Associate Vice President, Facilities Management, CSU-Pueblo; Stephanie Chichester, CSUS Financial Advisor, North Slope Capital; Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Interim Director of Auxiliary Services, CSU-Pueblo; Erin Frew, Assistant Provost, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Marty Hanifin, Vice President, Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, Colorado State University Research Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Steve Hultin, Facilities Director, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Geri Koncilja, RAGE, CSU-Pueblo; Rick Kreminski, Dean, College of Science and Math, and Acting Director, Institutional Research, CSU-Pueblo; Tom Milligan, Vice President, External Affairs, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parson, Vice President, Operations, CSU-Fort Collins; Kristy Proctor, Dean, Graduate Studies and Research, CSU-Pueblo; Mike Rush, University Architect, CSU-Fort Collins; Gus Skinner, Vice President, Finance, CSU-Global Campus; Niki Whitaker, External Affairs, CSU-Pueblo; Carl N. Wright, Provost, CSU-Pueblo; Cora Zattel, External Affairs, CSU-Pueblo.

Committee Chair Dennis Flores reviewed the committee membership and asked for a motion to convene the meeting. **Motion/Action:** Governor Zimlich made the motion, Governor Haselden seconded, and the motion was carried. Committee Chair Flores reported the meeting would consist of two parts: Audit and Finance. He asked Ms. Allison Horn, CSUS Director of Internal Auditing, for her report.

FY 2014 Audit Plan: Ms. Horn reported progress on the Fiscal Year 2014 audit plan is being made with several projects carried over from the previous fiscal year nearing completion. She reviewed four reports issued since the previous meeting: NCAA Compliance, CSU-Fort Collins; Accounts Payable, Human Resources, Strategic Planning, Policies and Procedures, CSU-Global Campus; Research Innovation Center, CSU-Fort Collins; and the Self-Assessment, CSUS Internal Audit Department. Ms. Horn introduced Candice Bridgers, the new Internal Auditor at CSU-Pueblo.

Ms. Horn reported audits in process are Centers, Institutes and Other Special Units, CSU-Fort Collins; IT Data Centers, CSU-Fort Collins; Payroll, CSU-Fort Collins; Tax Issues, CSU-Fort Collins; and Continuing Education, CSU-Pueblo. The normal practice is the audit plan for the upcoming fiscal year is approved in June. In order to implement the plan, interim approval was sought from and given by the Committee Chair. Committee Chair Flores indicated action for approval of the FY 2014 Audit Plan will need to be taken at the Board meeting.

Past Due Recommendations: Ms. Horn reported there were five past due recommendations that were the same as the last meeting. In some cases, the target implementation dates were changed and not yet reached and/or the recommendations are complicated. There were no red flags or concerns.

Update on Internal Auditing Department (IAD): Ms. Horn reported the IAD is now completely staffed and new software is being implemented. The self-assessment was a valuable process, partly because it reinforces that the IAD is doing a good job and to help chart the future. The IAD is in the process of working on internal structure. Due to turnover, there were areas of expertise that need to be regained, particularly in fraud and IT. Staff will be receiving professional development and certification in those areas.

Another recommendation from the self-assessment is the Audit Charter, Policy 111, needed to be updated to indicate that the information and the identity of individuals reporting suspected malfeasance will be treated with discretion, but there is no guarantee of confidentiality or privilege. The Office of General Counsel can confer confidentiality or privilege on reports made through the OGC. Ms. Horn disclosed to the Committee that IAD was not in compliance with the Standard requiring a Quality Assurance Review at least once every five years, as the last self-assessment was completed in 2000. Although the IA Department was generally compliant with the other Standards, limited resources were deployed to perform audits and provide support to management during the period since 2000. The recent review brings the IA Department into compliance with the IIA Standards for Professional Practice.

In response to a question on identification of risks in IT, such as cyber-attacks, Ms. Horn reported the IAD generally checks to ensure general controls are in place to identify and address the risks. The IAD does not test for vulnerabilities. President Frank added that the IT employees systematically probe the systems to assess security.

When asked about the process for determining the audits for the FY Audit Plan, Ms. Horn confirmed that a similar risk assessment as done in the past was used to determine which audits were selected. Other factors are input from managers and the System, and the length of time since an audit was conducted for a unit. **Motion/Action:** Governor Haselden made the motion to move forward the FY 2014 Audit Plan for Board approval. Governor Zimlich seconded and the motion was carried.

Committee Chair Flores asked Mr. Rich Schweigert, CSUS Chief Financial Officer, for his report on the financial issues.

College Opportunity Fund and State Revenue Update: Mr. Schweigert provided an overview of the quarterly state revenue projections and noted the ongoing debate of whether the economy has improved or whether the additional revenues are one-time funds. Most recent forecasts indicate excess revenues with the potential for additional higher education funds for either operating funds or capital construction projects. A more detailed conversation on the issue will be held during the System wide discussion at the Board meeting the next day.

Mr. Schweigert explained the College Opportunity Fund (COF) was a funding mechanism passed in 2005 and put in place in 2006. COF is provided for resident undergraduate students and assists higher education institutions in calculations against TABOR. State funding for higher education is provided through COF stipends and fee-for-service contracts with the current reimbursement rate at \$64 per credit hours or \$1,920 per full time student. For the current fiscal year, the CSU System received approximately \$40 million in stipends and \$70 million in fee-for-service funding that is split internally based upon enrollment.

Bond Refinancing: Mr. Schweigert reported a refunding was completed in March and CSUS maintained its current Moody's and S&P ratings. There was a cash flow savings of \$38.7 million and present value savings of \$11.3 million. An internal escrow account that was not performing well was eliminated. The bond refinancing gives debt service relief for CSU-Pueblo Housing as CSU-Pueblo rebuilds enrollment. A borrowing cost comparison with prior bond issuances was provided in the meeting materials and the outstanding revenue bond balance is \$529 million.

Mr. Schweigert explained the Board adopted a Master Resolution in 2007 that lays out all parameters for borrowing from the market. The Board is being asked to adopt the 7th Supplemental Resolution to fund the Occhiato University Center renovation with the assumption that CSU-Pueblo will add an additional \$4 million from student fees collected during the past few years. The CSU-Pueblo Foundation has made a commitment to raise funds for Phase 2 of the project. The maximum interest rate would be 5.5% for a term of 30 years and the bonds will be callable in 10 years.

Mr. Marty Hanifin, Vice President of Finance, CSU-Pueblo, explained the debt service projection for the Occhiato renovation was placated upon the sale of 120,000 credit hours which is the level the institution achieved even at its lowest enrollment. Mr. Schweigert added there is a built-in 25% buffer. Details on the project and prioritization of new projects would be provided during the Real Estate/Facilities Committee meeting later in the day through a presentation on the CSU-Pueblo Master Plan.
Motion/Action: Governor Zimlich moved to forward for Board approval the 7th Supplemental Resolution. Governor Haselden seconded and the motion carried.

Campus FY 2015 Budget Updates: Mr. Schweigert asked the campus presidents to provide the updates.

CSU-Fort Collins: President Tony Frank explained the draft FY 2015 budget was predicated on the assumptions of a tuition increase of 5% for resident undergraduate tuition and 3% for nonresident undergraduate; 1% fee increase that includes an extensive student fee process; and salary increases of 2.5% for faculty and 3% for state classified with increased funding in benefits. The budget is based on flat enrollment with the expectation that, if enrollment increases, the excess funds will be invested in the institution in a variety of ways. Conversely, if there is a shortfall, there is \$1 million in an enrollment reserve that can be cross-collateralized with a \$1 million deferred maintenance reserve. More details on enrollment should be available by the December meeting.

Assumptions under new resources include \$10 million in additional state funding and adjustments can be made if necessary. New expenses include a 1% increase in the defined contribution plan and \$2.7 million in commitments and quality enhancements.

President Frank explained the budget process that begins in August; undergoes an extensive campus review; and the final draft is based upon the finalization of the Long Bill by the State. The process culminates in May when the Board adopts the budget for the upcoming fiscal year.

Governor Horrell raised the subject of the Board, at some point, having a philosophical conversation about tuition. There was discussion on the complexity of the issue, including the true cost of attendance vs. tuition, and the ongoing issue of states defunding higher education and the ability to transform. The suggestion was made that the conversation could be held at the February Board retreat.

CSU-Pueblo: President Lesley Di Mare asked Mr. Hanifin to provide the budget update. Mr. Hanifin began by expressing gratitude for the financial support and the confidence extended to the campus. He reported the FY 2013 expenditures are in line with the support and noted the aggressive savings made across the campus and the debt service savings for Housing.

The FY 2015 incremental budget is partially based on the expectations for FY 2014 with the enrollment numbers unknown until the fall census and the spring draw. There was no tuition increase in FY 2014 and the FY 2015 budget includes a 9% tuition increase which may need to be revisited, and increases in differential tuition which places the university solidly within peers. Other factors in the budget modeling include an integrated and very aggressive enrollment effort that is expected to yield results.

The combined higher enrollment coupled with increased tuition is the basis for forecasting increased resources. New expenses include offsetting the tuition increase with approximately \$1 million or a 20% increase in financial aid. There is a placeholder for strategic initiatives for new programs which have not been available for a number of years. Four new sports programs are expected to yield 130 students. The net expectation is the institution will back out of System support and again be a self-standing institution.

There was discussion on the support for the shortfalls for 2013 and 2014; use of reserves and the potential to rebuild reserves in lieu of adding programs; and the perception of going from no increase to a 9% increase in tuition. President Di Mare, her leadership team and CSU-Pueblo were commended on their efforts to address the financial shortfalls.

CSU-Global Campus: President Becky Takeda-Tinker reported 7,200 new students will be added in the current year with the expectation that the target of 9,000 new students in FY 2015 will be achieved. Retention is projected at 75%; no tuition increase is expected; and the collections rate will be maintained at 97%. Revenue is projected at \$64 million and expenses at \$41 million with a net of \$17.5 million or 36%. The current fiscal year projects \$47.5 million in revenues and \$31 million in expenses for a net of \$16.3 million or approximately 33 to 34%. The previous year netted \$13 million with interest repayment and payment of \$1.2 million to CSU-Fort Collins for retained earnings of approximately \$12 million. Market place competition is projected to be more aggressive and could impact future growth.

President Takeda-Tinker reported CSU-Global Campus will be moving to a new location in the same general area the third week in October. The new location will accommodate growing staff and anticipated growth. There will be five conference rooms with two connected and another set of three connected to the lobby to allow for classes. A presentation will be made during the regular Board meeting the next day.

FY 2014 Institutional Plan for Student Fees and Charges: Mr. Schweigert reported the Board, under CCHE policy, is required to adopt annually an Institutional Student Fee Plan that defines the parameters under which fees are developed and reviewed. There is extensive student input into the fee process and the fees are adopted with the annual budget. **Motion/Action:** Governor Zimlich moved to forward the plan for Board approval. Governor Haselden seconded and the motion was carried.

Line of Credit: Mr. Schweigert asked President Frank to address the resolution for approval of a short-term construction bridge funding line of credit (LOC). President Frank explained how historically CSU-Fort Collins has been operating with an internal line of credit for short-term funding to complete campus projects. Through discussions with the Colorado State University Research Foundation (CSURF), the intent is to essentially expand the leasing/purchasing program to include short-term bridge funding for smaller capital construction or renovation projects. The interest rate will be linked to the prime rate.

Following questions on the interest rate, Ms. Kathleen Henry, President/CEO for CSURF, indicated the document will have to be reviewed regularly with the floor and ceiling adjusted as necessary. Policies and guidelines will be put in place and there has been legal review. CSURF has reviewed the generalities and will move forward with final action if the LOC is approved by the CSUS Board. **Motion/Action:** Governor Zimlich moved to forward the resolution for Board approval. Governor Haselden seconded and the motion was passed unanimously.

Policy Manual Review: Mr. Schweigert explained finance policies were put in place in 2007. With the advice of legal and bond counsel, additional policies agreed upon by the System and campuses, in areas such as finance perspective, budgeting, debt management and reserves, were added. There was one long finance policy that has now been broken into policies 200 to 208. Modifications include:

- Policy 200 is new and reflects the statutory requirements on control of funds and the duty of the Board Treasurer to report with the ability to delegate reporting to the CSUS Chief Financial Officer and further delegation to the Chancellor and Presidents.
- Policy 202 added items in D and H on post issuance compliance to ensure Securities & Exchange Commission compliance with annual certification. The language was structured on the advice of counsel.
- Policy 203 on municipal securities disclosure was added.
- Policy 205 was updated to reflect current practice on monitoring and annually reporting reserves.
- Policy 206 outlines how the System Finance Office operates.

Governor Zimlich suggested that paragraph H on post issuance compliance should be amended to add annual reporting to the Board on outcome or findings. He also suggested a modification to the last sentence in the 1st paragraph in Policy 205 for compatibility with Policy 105. Mr. Schweigert and General Counsel Nosler indicated the policies would be adjusted accordingly. Governor Horrell commented that the Board may not be in a position to approve the complete manual the next day. General Counsel Nosler indicated that, at the minimum, action was needed on Policy 202, specifically paragraph H, and Policy 203.

With no further business to be conducted, Committee Chair Flores asked for a motion to adjourn the Audit and Finance Committee. **Motion/Action:** Governor Haselden made the motion; the motion was seconded and carried. The meeting adjourned at 4:24 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 1, 2013**

CALL TO ORDER

Committee Chair Scott Johnson called to order the Real Estate/Facilities Committee meeting at 4:25 p.m.

ROLL

Committee members present: Scott Johnson, Chair; Ed Haselden; Ann Leslie Claesson, Faculty Representative, CSU-Global Campus; Vanessa Emerson, Student Representative, CSU-Pueblo; Frank Zizza, Faculty Representative, CSU-Pueblo.

Governors present: Dennis Flores; Mark Gustafson; Dorothy Horrell; Mary Lou Makepeace; Demetri “Rico” Munn; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU-Fort Collins; Nigel Daniels, Student Representative, CSU-Fort Collins;

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Auditing; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests: Tanya Baird, Interim Executive Assistant to the Provost, CSU-Pueblo; Jon Bellum, Provost, CSU-Global Campus; Candice Bridgers, Audit Manager, CSU-Pueblo; Rick Callan Senior Real Estate Analyst, Colorado State University Research Foundation; Craig Cason, Associate Vice President, Facilities Management, CSU-Pueblo; Stephanie Chichester, CSUS Financial Advisor, North Slope Capital; Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Interim Director of Auxiliary Services, CSU-Pueblo; Erin Frew, Assistant Provost, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Marty Hanifin, Vice President, Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, Colorado State University Research Foundation; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Steve Hultin, Facilities Director, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Geri Koncilja, RAGE, CSU-Pueblo; Rick Kreminski, Dean, College of Science and Math, and Acting Director, Institutional Research, CSU-Pueblo; Tom Milligan, Vice President, External Affairs, CSU-Fort Collins; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Amy Parson, Vice President, Operations, CSU-Fort Collins; Kristy Proctor, Dean, Graduate Studies and Research, CSU-Pueblo; Mike Rush, University Architect, CSU-Fort Collins; Gus Skinner, Vice President, Finance, CSU-Global Campus; Niki Whitaker, External Affairs, CSU-Pueblo; Carl N. Wright, Provost, CSU-Pueblo; Cora Zattel, External Affairs, CSU-Pueblo.

Committee Chair Johnson reviewed the committee membership and asked for a motion to move into Executive Session. **Motion/Action:** The motion to move into Executive Session was made, seconded and carried. CSUS General Counsel Nosler read the meeting into Executive Session for the purpose of

discussions relating to the purchase of property for public purpose or sale of property at competitive bidding if premature disclosure of such transaction would give a competitive advantage to the other party, confidential pursuant to C.R.S. § 24-6-402 (3) (a) (I) (2012). The Real Estate/Facilities Committee reconvened in the open public meeting at 4:35 p.m.

CSU Program Plans: Committee Chair Johnson asked President Frank to comment on the program plans. President Frank explained the approval of the program plans is one of two approvals before any capital construction can proceed. The second required approval by the Board is the finance plan. After approval of the program plan by the Board, the program plans are submitted to the Colorado Commission on Higher Education (CCHE) and are good for five years. After such time, the program plans can be refreshed.

President Frank reviewed the program plans submitted for approval: Engines and Energy Conversion Lab (EECL) Addition; Aggie Village North Redevelopment; Bay Farm Parking Garage; Shields Street Parking Garage; Eddy Hall Revitalization Phase 2; and Relocation of the Plant Environmental Research Center (PERC). President Frank noted that the approval for a potential PERC relocation does not endorse the potential new stadium. He acknowledged the hard work from staff that is required to put together high quality program plans. **Motion/Action:** The motion was made, seconded and carried to forward the program plans for approval the Board.

CSU-Pueblo Master Plan Presentation: Committee Chair Johnson asked Mr. Marty Hanifin, Vice President of Finance and Administration, and Mr. Craig Cason, Associate Vice President for Facilities Services, for their presentation. Mr. Hanifin explained the campuses are required by CCHE to have Board approval for the campus Master Plan. The plan is from the present time to 2020 and has been developed through a very inclusive process that started in 2011 and engaged all community stakeholders

Mr. Cason explained the campus Master Plan is a document that helps drive the direction of the university. The project looks at the campus as a canvas to prepare for future generations and is a living document that helps place buildings, links open space, and provides vehicle and pedestrian circulation.

Mr. Cason reviewed the Request for Proposal process to hire a project design company and the creation of a steering committee to provide direction. The main goal is to keep the Master Plan synergistic with the strategic plan and the university's mission with a sustainable campus. Through a PowerPoint presentation, Mr. Cason explained that the future of the campus is driven by the past and provided an overview of what the campus looked like in the 1960s and 1970s.

Mr. Cason reported the first project to be undertaken will be the new academic building that has been approved for state funding. The academic building will be located on the west side of campus and have eight classrooms, four labs and office space for faculty. The RFP and RFQ processes to hire a project manager, architect and general contractor are underway.

The second project is a two-phased renovation to the Occhiato University Center that will provide dedicated student space and better usage of space by the community. Other planned projects include a soccer/lacrosse complex, a Wolf Creek project with recirculation of water through the campus, and a circulation corridor around the campus which will provide convenience and address security issues. The Master Plan has the capacity for 8,000 students and can be expanded if necessary. Each project has been evaluated on how it meets the Master Plan and periodic updates can be made if necessary.

Committee Chair Johnson thanked Mr. Hanifin and Mr. Cason for the presentation. Questions were answered on the timing of the different phases, funding, and working with the city on the roads. In

response to a request from Governor Claesson, a one-page summary on the projects outlining costs will be prepared. Committee Chair Johnson asked for a motion to advance the resolution to approve the Master Plan for CSU-Pueblo. **Motion/Action:** Governor Haselden made the motion; the motion was seconded and carried.

Review of Policies: CSUS General Counsel Nosler reported the policies relevant to the committee were 201 and 207, the real estate investment policy. No changes were made to these policies.

With no further business to come before the committee, Committee Chair Johnson asked for a motion to adjourn. **Motion/Action:** Governor Haselden made the motion; the motion was seconded and carried. The meeting was adjourned at 5:03 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS BREAKFAST MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 1, 2013**

CALL TO ORDER

Chair Dorothy Horrell called to order the Board of Governors breakfast meeting at 7:30 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Ed Haselden; Mary Lou Makepeace; Demetri “Rico” Munn; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU-Fort Collins; Ann Leslie Claesson, Faculty Representative, CSU-Global Campus; Nigel Daniels, Student Representative, CSU-Fort Collins; Vanessa Emerson, Student Representative, CSU-Pueblo; Frank Zizza, Faculty Representative, CSU-Pueblo.

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel.

Guests: Mark Gill, Chief of Staff, CSU-Fort Collins.

Chair Horrell explained the strategic plan is an important guiding document and, as follow-up to the June retreat, would be the topic of discussion for the breakfast meeting. She then asked Chancellor Michael Martin to provide the context for the strategic plan discussion.

Chancellor Martin commented on the rapidly changing higher education market. As the economy gets stronger, national enrollment is declining with people opting for the job market instead of college. Other national trends are the cost of higher education continues to rise and the number of qualified students is in decline. He noted the same trends are reflected in Colorado with a smaller percentage of potential resident students choosing Colorado institutions. Some of the better students are leaving the state for more selective institutions with three states – Wyoming, California and Arizona – on the ascent. Within Colorado, there is a shrinking higher education population to serve with excess capacity. Ten of fifteen community colleges and seven of twelve 4-year universities are facing declining enrollment.

Retention and graduation rates have huge impacts for the future. The best way to maintain enrollment is by increasing retention. Another problem is student debt and rising default rates, particularly for students who do not graduate. Philosophically the question becomes does an institution accept a student who has a marginal chance of success or does it invest in new ways to ensure the student’s success. Examples for tactics could include planned 5.5-year degrees instead of the traditional 4-year since some students need more time, and blended opportunities with online education.

Chancellor Martin reported another factor impacting recruitment is the ranking of universities by major publications with a significant part of the ranking based on retention and graduation. He indicated his personal preference is the *Forbes* ranking with the success of the university relative to the predicted graduation rates based on the incoming student population. The most widely read is *US News & World Report* that ranks 200 universities with three in Colorado in the top 200. Other rankings include

Washington Monthly, *CBS Money Watch*, the National Survey of Student Engagement (NSSE) which does not occur very frequently, and the National Research Council (NRC) for major research institutions.

Chancellor Martin noted the first tenet of the strategic plan, student success and satisfaction, is the most central to the overarching mission of CSUS. From a policy and innovation perspective, the first tenet is important to what occurs during the next five to ten years for the System to remain healthy. Graduation, retention, time to completion, student debt and high quality instruction are important factors of the equation.

When asked about student athletes at CSU-Pueblo, President Lesley Di Mare responded the student-athletes have an overall higher GPA than the average student. Factors included the amount of time spent helping the student-athletes and student-athletes are a small group with perhaps more at stake. President Di Mare commented on the large number of students that need to be remediated at CSU-Pueblo and the large debt load of transfer students. While a student may not have accrued all of their debt at CSU-Pueblo, the debt follows the student. When an institution's default rate reaches a certain percentage, the institution is thrown into a default management loan program with two years to turn around or financial aid is taken away.

President Becky Takeda-Tinker, CSU-Global Campus, explained there is a \$57,500 lifetime cap for financial aid at the undergraduate level for Independents. If a freshman or sophomore student has to repeat a class, goes to a for-profit and/or pays a large amount of tuition at some other institution, there exists the problem of potentially not having enough funds to finish under federal financial aid caps. While this does not negate the ability to qualify for other secondary or private loans, many of the students at CSU-Global Campus do not qualify for those types of loans.

CSU-Global Campus has taken a position of not allowing students to get into more debt without the funds needed to bring through to graduation. There is planning up-front on how students will finish, such as ensuring all credits are received to close the gap or credit by exam. Efforts to certify for tuition and books and not cost-of-living, per the Dept. of Education, can only be done on a case-by-case basis and only about one in twenty CSU-Global students have so far signed such an agreement.

Chair Horrell noted there are metrics that are being used to track student success and satisfaction, i.e. graduation rates, persistent rates, engagement and satisfaction rates, post-graduate success, student-related debt, and time to graduation. She inquired about aspirations for CSU to be an AAU institution and were there any particular areas of concern.

President Tony Frank commented that, while becoming more selective and raising tuition could drive the perception of demand and quality, the role of CSU as a land-grant institution is to provide access to a high quality education. As such, CSU should pay attention to the fundamentals and do everything possible to ensure student success. Chair Horrell added this was true also for the role and mission of CSU-Pueblo with an HSI designation. President Takeda-Tinker indicated that CSU-Global Campus is also driven towards access and affordability.

Chair Horrell indicated it would be helpful for the Board to collectively determine that the four areas in the System strategic plan are still valid. The campuses have their own plans and the Chancellor is assuring the connection between the institutional efforts and the System with succinct reporting on the identified metrics.

When asked about understanding the student as the consumer, changing student demographics and collaboration with the local schools in Pueblo, President Di Mare responded there is data available to understand every incoming student; CSU-Pueblo is working with the two district superintendents and all

of the high schools in the county; and she participates in a Pueblo Educational Consortium that meets regularly.

Governor Haselden commented that student success is important. However, with the economic downturn since the strategic plan was developed, the focus of the Board has largely been on financial sustainability.

President Frank explained there are basically four “buckets”: the students, scholarship of the institution, financial stability, and community engagement/reputation. The institution has a large pyramid with thousands of metrics that are tracked at various levels, from the president to the chairs, departments and units. He noted, in terms of the strategic plan discussion, a limited number of metrics have been identified for the Board to ensure that the institutions are being effectively managed and fulfilling role and mission.

Chancellor Martin added that, while there is room for improvement, CSU is performing better than Colorado, but Colorado is not performing well. The benefit of the strategic plan metrics is that if the metrics are achieved, rankings are also improved. While the overall concept of strategic planning is complicated, identifying a few specific metrics allows the Board to understand the challenges of each campus and the System as a whole.

Chancellor Martin remarked that traditional universities grew up around the GI Bill and the Baby Boomers with homogenous student populations. Student populations are no longer as homogenous, but the CSU System has the capacity to be the new model for higher education. Various tactics have been discussed including investing in high quality faculty, such as National Academy of Science Scholars that would not only improve rankings, but would also generate funds through contracts and grants that could subsidize other areas on the campus.

When asked if anything more was needed from the Board relative to the first tenet, Chancellor Martin indicated the Board’s affirmation that this is the most significant purpose for the CSU System and that accomplishment of these metrics to meet the new reality will be viewed as significant progress. Discussion followed on creating targets that are attainable and measurable; investing in cultural awareness; the lack of college preparedness in K-12; presenting strategic plan updates in a meaningful manner; frequency of the updates; connecting the updates to annual measurements; and the Board focus on strategy with the tactics to be developed by the Chancellor and Presidents.

Chair Horrell directed the conversation to the other three tenets: creating financial sustainability; expanding statewide presence; and transforming Colorado’s future. She noted there would be a discussion during the regular Board meeting on the potential for additional state higher education funding, and what should be the priorities and acceptable tradeoffs.

On expanding statewide presence, Chair Horrell remarked that Chancellor Martin has identified opportunities, such as the National Western Center and the South Metro initiative. She inquired about parameters and providing guidance to the Chancellor for such endeavors. Chancellor Martin commented on the different dynamics between the National Western Center with CSU as the land-grant university and the South Metro initiative that is a citizen-driven educational enterprise. Suggestions made were to have routine communications; to be strategic in selecting opportunities to ensure success and quality; and to not be drawn into politics.

On transforming Colorado’s future, Chancellor Martin pointed out that, while not easy to measure, having more successful graduates will have an economic and social impact. Other impacts include the research, intellectual property and technology transfer.

Chair Horrell indicated next steps would be for the Chancellor to work with the Presidents to incorporate more measurement; identify any missing criteria; and determine frequency and format to display the measurements. Chancellor Martin indicated the process has already begun and will continue to be refined.

Chancellor Martin commented on a K-12 ballot initiative. As a private citizen who has been in higher education for a long period of time, he personally supports the initiative with the belief that any improvements in K-12 will have a positive impact on higher education. The Board determined not to take a position at this time on the initiative. A special meeting, possibly by teleconference, could be called to address the issue with information on the initiative to be distributed in advance. Chancellor Martin confirmed that, until such action was taken, he would clarify that any public comments he makes in support of the initiative are his personal opinion and not the position of the Board or CSU System.

Chair Horrell remarked that the breakfast meeting was a positive way to have a detailed discussion. She suggested establishing a pattern of holding a working breakfast before the regular Board meeting and asked Board members to contact her with any objections or concerns. During the legislative session, the breakfast could provide an opportunity for updates and discussion of bills coming forward. The working breakfast was concluded at 9:00 a.m. to be followed by the regular Board meeting.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING MINUTES
Occhiato Student Center, Colorado State University-Pueblo
August 2, 2013**

CALL TO ORDER

Chair Dorothy Horrell called to order the Board of Governors meeting at 9:02 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; Dennis Flores, Treasurer; Scott Johnson, Secretary; Mark Gustafson; Ed Haselden; Mary Lou Makepeace; Demetri “Rico” Munn; Joseph Zimlich; Alexandra Bernasek, Faculty Representative, CSU-Fort Collins; Ann Leslie Claesson, Faculty Representative, CSU-Global Campus; Nigel Daniels, Student Representative, CSU-Fort Collins; Vanessa Emerson, Student Representative, CSU-Pueblo; Frank Zizza, Faculty Representative, CSU-Pueblo.

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Allison Horn, CSUS Director of Internal Auditing; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests: Tanya Baird, Interim Executive Assistant to the Provost, CSU-Pueblo; John Brackney, South Metro Denver Chamber; Lacy Desmond, Marketing & Development Specialist, CSU-Pueblo Foundation; Johnna Doyle, CSUS Deputy General Counsel, CSU-Pueblo; Joel Edward, Gates Corporation; Shanna Farmer, Community-Based Research Coordinator, CSU-Pueblo; Erin Frew, Assistant Provost, CSU-Pueblo; Jeanne Gibson, ELI Director, CSU-Pueblo; Mark Gill, Chief of Staff, CSU-Fort Collins; Michelle Gjerde, Director, Career Center, CSU-Pueblo; Marty Hanifin, Vice President, Finance and Administration, CSU-Pueblo; Kathleen Henry, President/CEO, Colorado State University Research Foundation; Seth Hoffman, Deputy City Manager, City of Lone Tree; Jeff Holwell, South Metro Denver Economic Development; Blanche Hughes, Vice President of Student Affairs, CSU-Fort Collins; Jason Johnson, CSUS Deputy General Counsel, CSU-Fort Collins; Lynn Johnson, Chief Financial Officer, CSU-Fort Collins; Sylvester A. Kalevela, Acting Dean, CEEPS, CSU-Pueblo; Geri Koncilja, RAGE, CSU-Pueblo; Rick Kreminski, Dean, College of Science and Math, and Acting Director, Institutional Research, CSU-Pueblo; Patricia Milner, Program Manager, Continuing Education; CSU-Pueblo; Jennifer Mullen, Chief of Staff, CSU-Pueblo; Kelsey Murray, Graduate Assistant, SEAL, CSU-Pueblo; Nick Potter, Scholarship Administrator, CSU-Pueblo Foundation; Kristy Proctor, Dean, Graduate Studies and Research, CSU-Pueblo; Alvin Rivera; Tracy Samora, Director of Alumni Relations, CSU-Pueblo; Kayleen St. Louis, Graduate Assistant, SEAL, CSU-Pueblo; Jennifer Torres, Manager, ISS, CSU-Pueblo; Carl N. Wright, Provost, CSU-Pueblo Cora Zateltel, External Affairs, CSU-Pueblo.

Chair Horrell welcomed new faculty representatives Dr. Alexandra Bernasek, CSU-Fort Collins, and Dr. Ann Leslie Claesson, CSU-Global Campus, and asked them to share information on their duties at their respective campuses. After the introductions, CSUS General Counsel Michael Nosler administered the Oath of Office to the new faculty representatives.

PUBLIC COMMENT

Chair Horrell reported 20 minutes had been allocated for Public Comment and four individuals had signed up to speak. She indicated that 15 minutes was allocated for the three individuals who will address the issue of the South Metro initiative and then 5 minutes for the fourth individual.

Mr. John Brackney, CEO of the South Metro Denver Chamber, explained that one of the greatest weaknesses for the South Metro community was the lack of a university and noted that CSU has an excellent reputation. On behalf of the South Metro Denver business community and the 1.5 million people living in the Arapahoe and Jefferson counties, he wholeheartedly welcomed the opportunity for a CSUS South Metro campus.

Mr. Joel Edwards, Vice President, Gates Corporation, explained who Gates Corporation is and that he was excited to have the opportunity to speak on behalf of the South Metro opportunity. Mr. Edwards shared information on CH2M Hill, which is also supportive of the opportunity, and commented on the challenge for businesses in technology, aerospace, oil and gas, and mining to meet workforce needs.

Mr. Jeff Howell, Director of Economic Development, South Metro Denver Chamber, added his support for the project and commented on the economy and demographics of South Metro Denver. He remarked that Arapahoe and Douglas counties are the largest growth sector in both population and businesses for the Denver metropolitan area and have three of the highest performing school districts in the state.

Mr. Brackney submitted letters of support from the Centennial Airport and Merrick & Company and noted other letters will be provided. He commented that the demand in the South Metro area is enormous; the CSU System is the most in tune with Colorado's population; the South Metro Denver initiative will be another major component of the CSU System that will keep Colorado competitive; and the business community is committed for the long-term to help the South Metro initiative succeed. He concluded the remarks by thanking the Board for the opportunity to speak.

Chair Horrell commented that there was a positive discussion the previous day on the South Metro initiative in the Academic and Student Affairs Committee meeting. A resolution would be presented later in the day for the Board's consideration. She thanked Mr. Brackney, Mr. Edwards and Mr. Howell for taking the time to affirm the needs and the support of the community.

Chair Horrell asked Dr. Alvin Rivera for his comments. Dr. Rivera read a prepared statement to call attention to the perceived problem of no Hispanic members on the CSU-Pueblo Foundation Board of Trustees. Chair Horrell thanked Dr. Rivera for presenting his concerns and indicated that Chancellor Martin and President Di Mare would follow-up on his concerns.

CHAIR'S AGENDA

Chair Horrell commented on the productive discussions held at the Board's June retreat and reported she, Chancellor Martin and the leadership team are following up on the issues raised. A substantive discussion on the strategic plan was held at the working breakfast that morning; and consideration of the South Metro initiative was scheduled for later in the Board meeting. She thanked the Board members for their time and efforts, noting the important work being done on behalf of the citizens of Colorado.

A work plan that will include a schedule of reports is being developed for presentation in October. In the back flap of the Board meeting book, a calendar of upcoming events was included and will be updated for each meeting until an electronic calendar is implemented. Chair Horrell reviewed upcoming events and

asked Board members to contact Melanie Geary or Sharon Teufel if interested in attending any of these events.

Chair Horrell indicated that two System wide discussion items were scheduled for the afternoon: (1) the use of funds and tradeoffs for potential additional state higher education funds; and (2) impact and alternatives on upcoming legislation re-introducing the issue of four-year degrees at community colleges.

EXECUTIVE SESSION

Chair Horrell indicated the next agenda item was the Executive Session. **Motion/Action:** The motion was made, seconded and carried unanimously to move into Executive Session. General Counsel Nosler read the meeting into Executive Session for the purposes identified in the Public Notice.

FACULTY REPRESENTATIVE REPORTS

Governor Zizza, Faculty Representative, CSU-Pueblo, reported there was limited activity during the summer and noted the Faculty Handbook changes being presented for approval. He commented that faculty is encouraged by the stability of the CSU-Pueblo leadership team, including President Di Mare and new Provost Dr. Carl Wright; an energetic and enthusiastic Chancellor; and an involved and engaged Board. Governor Zizza expressed appreciation to the Board, Chancellor and Presidents in being able to forego furloughs to address the financial shortfall. Governor Zizza noted some issues related to summer session classes including scheduling and differences in expectation. He concluded with comments about the Noyse Scholarship, which provided new internship opportunities for lower division CSU-P students to teach at a summer academy. The grant is in the second of five years.

Governor Ann Leslie Claesson, Faculty Representative, CSU-Global Campus, reviewed five reasons why CSU-Global Campus is different and why faculty like to work there: (1) faculty support is immediate; (2) smaller class sizes with more time dedicated for students and, as adjunct professors, several classes can be taught during the year; (3) faculty are set up to align with certain programs, but can be shifted according to student needs; (4) grading is done within three days which is good for students and faculty; and (5) utilization of measurements and programs in a variety of ways, including the automated grading and anti-plagiarism programs.

Governor Alexandra Bernasek, Faculty Representative, CSU-Fort Collins, acknowledged her predecessor on the Board, Dr. Carole Makela. She reported there was not much activity by the Faculty Council during the summer and indicated her written report outlined items addressed at the May meeting. The Faculty Council will be examining the issue of student intellectual property and protecting students' work which is a national issue with electronic submissions and technology. Chancellor Martin will be attending a Faculty Council meeting. The faculty is interested in the South Metro proposal and will have questions. Ongoing issues of interest to the faculty include access and affordability for low-income students and student preparation. Governor Bernasek commented on how higher education has changed during the past 20 years with more counseling and mentoring of students. She concluded her remarks by extending an invitation to attend one of her classes.

STUDENT REPRESENTATIVE REPORTS

Governor Vanessa Emerson, Student Representative, CSU-Pueblo, reviewed highlights of her written report including the upcoming Associated Student Government (ASG) retreat; reorganization of the ASG offices; meeting with Interim Provost Kreminski to discuss the most effective way to get student responses for faculty evaluations; and the ASG is revising policies and procedures on campus. She participated in four student orientations and the negotiations for a 3-year contract to continue the *USA*

Today Readership Program that is an important tool for students. Governor Zizza commended the student government for its involvement in improving the faculty evaluation process.

Governor Horrell reported that Governor Jerry Purvis, Student Representative, CSU-Global Campus, was unable to attend the meeting. President Takeda-Tinker noted that a written report was included in the Board book and that Governor Purvis would make the planned presentation at the October meeting.

Governor Nigel Daniels, Student Representative, CSU-Fort Collins, reviewed highlights of his written report including the Associated Student Government of CSU (ASCSU) received approximately \$2.1 million through student fees; the goal for a new online interactive student fee process; work on the Community Welcome Program; efforts to maintain the late night bus route; and plans for the Grill the Buffs event. He shared the new For-Ever-Green logo that was voted on and approved during last year's election process. Marketing efforts include expanding beyond the campus to get high schools students and the community involved. The Ram Ride program has been revamped with a more effective dispatch system. The ASCSU hosted the student government from Florida Gulf University and plans to continue expanding the relationship.

CHANCELLOR'S REPORT

Chancellor Michael Martin commented that one aspect of his responsibilities is to examine the challenges and provide diagnosis on how the CSU System can be successful in the competitive higher education environment. He listed several strategies that emerged through comparisons of CSUS' strategic plan with peer institutions. Comparisons with institutions using a CQI approach to measure progress reflected common measures including retention rates, graduation rates, administrative and support efficiency, and extra-mural competitive funding. Several institutions have identified seeking AAU status as a goal.

Chancellor Martin commented on how Arizona State University is one of the most aggressive competitors for CSUS. To understand what is happening within CSUS, the state as a whole, and nationally, Chancellor Martin noted efforts need to be focused on retention. Improvement has been made in graduation rates. Strategies include increasing faculty quality with consideration given to recruiting faculty who are members of the National Academy of Science and supporting faculty who have the potential to gain such recognition. Other strategies include protecting the in-state market and creating new partnership feeder arrangements within and outside of the state.

Venture Capital Fund (VCF): Chancellor Martin outlined the VCF review process and composition of the review panel. One outside review has not yet been completed. A preliminary list of finalists was shared with the Board. Chancellor Martin acknowledged the efforts of Mr. Kyle Henley, CSU Director of Public Relations. Mr. Henley commented on the process and indicated probably seven projects would be funded.

Chancellor Martin asked Governor Haselden, as a member of the review panel, to comment on the VCF process. Governor Haselden remarked that when the notion of a venture capital fund was conceived, the idea was to recognize creative, entrepreneurial startups outside of the mainstream. Most of the proposals received were for existing programs looking for additional funding. He commented on the risk taken in the creation of CSU-Global Campus and that the Board should keep this in mind as a filter for future endeavors. Governor Makepeace concurred that innovation was the intent and suggested possibly not disbursing the full amount if projects did not meet the criteria. She noted how the first selections will help develop the culture and set the tone for future years.

Chair Horrell and Chancellor Martin shared observations from previous experiences with innovation funding. President Frank commented on standard research and development practices within higher

education and noted a few of the proposals were very different from what is being done in higher education. President Di Mare added that innovation can be viewed differently by the different institutions and clarification needs to be added. Chancellor Martin reported there was national and local press coverage on the VCF.

Website Redesign and Marketing: Chancellor Martin asked Mr. Henley for a report. Mr. Henley explained how the website is being redesigned as part of the marketing campaign. While the CSUS webpage does not get the same traffic as the campuses, the individuals who visit the CSUS website tend to be influence-makers. The goals for the update include providing a stronger link to the campuses; improving user interface; assisting campuses in recruitment; and ensuring the audience is better served.

Mr. Henley reviewed the redesign process from selection of a vendor through a bidding process and the creative process with System and campus input. He demonstrated the navigation tools on the new CSUS landing page that includes a campus picker which is a self-select recruitment tool to assist potential students. The new web page will be launched in October/November with a message of promoting the campuses as part of the System and individually. Chancellor Martin acknowledged Mr. Henley and others who participated in the web page development.

The meeting was recessed for a lunch break at 11:43 a.m. and reconvened at 12:00 p.m.

PRESIDENTS' REPORTS

CSU-Pueblo: President Lesley Di Mare introduced Dr. Carl Wright, the new Provost. She acknowledged Dr. Rick Kreminski for his service as the Interim Provost and noted he is now the IR Director and Dean of Mathematics and Sciences.

President Di Mare reported CSU-Pueblo is in the process of preparing a strategic plan for 2013-2018 which will coincide with the Higher Learning Commission accreditation site visit. The strategic plan will be presented for Board approval in December. President Di Mare reported a new MS degree in Engineering with an emphasis on Mechatronics and Railroad Engineer will begin in fall 2013. She introduced Dr. Sylvester Kalevela who explained that the program is a unique specialty within the transportation sector and offered only at CSU-Pueblo.

President Di Mare explained that CSU-Pueblo will be matching the college community system tuition rate for concurrent enrollment. She thanked Governor Flores and Chancellor Martin for their assistance in hosting Dr. John Moder from the Hispanic Association of Colleges and Universities (HACU) for a two-day visit to CSU-Pueblo. The visit included an opportunity to explain that CSU-Pueblo has all three TriO and migrant programs and the success in retaining students who enter the programs.

President Di Mare reported almost 400 people attended the Lobster Bake the previous evening that was a kick-off for fall sports. She commented on the good relationships between student-athletes and faculty and acknowledged the success of the CSU-Pueblo Head Football Coach, John Wristen, who spoke at the annual Colorado Springs Sports Corp Football Kickoff Luncheon.

CSU-Global Campus: President Becky Takeda-Tinker reported that from July and August term enrollment, there were over 1,000 new students and 9,200 active students. There will be 128 students who will graduate at the end of August. She thanked Governor Flores for the introduction to the Pueblo community for online adult learners with 78 new students from the area and 200 potential students currently in the enrollment process. A pilot project for live, virtual faculty interaction was launched which resulted in a 3% increase in first term retention. Learning outcomes achievement for fall is at 90% at an 85% or higher achievement level.

Preparations including faculty cross-training are being made to strategically extend outreach to military populations beginning in October. President Takeda-Tinker will be meeting with military leaders in Washington DC. Currently at CSU-Global, military students are part of the underserved population which has retention rates at 73% and an average degree completion time of two years.

President Takeda-Tinker reported CSU-Global Campus would be relocating at the end of October into a custom build-out location. Through a PowerPoint presentation, she illustrated the new office space and floor plan.

CSU-Fort Collins: President Tony Frank reviewed highlights of his written report including CSU was recognized as being among the best in the nation for first-generation college students; the university was ranked as one of the top 25 for agriculture and forestry by a British ranking system; the Flint Animal Cancer Center received a \$2 million multi-year grant from the Anchutz Foundation; and Dr. John Belisle, a leading tuberculosis researcher, received the annual CSU Scholarship Impact Award.

President Frank reported CSU hosted the Colorado Biotech Association. A video on CSU's intellectual property and contributions to biotechnology was shared with the Board. President Frank explained how the intellectual property and technology transfer concept began ten years ago in collaboration with the CSU Research Foundation and has had a major economic impact and improved lives.

President Frank acknowledged Governor Bernasek who has administrative experience in addition to being a scholar and educator. He highlighted new key personnel and scholars from his written report.

President Frank reported that a crucial component to retention is to make a student feel connected and one of the first steps is through orientation with 20 different orientation sessions offered at CSU. The first Ram Pride Service Award had previously been presented to the Office of Orientation and Transition Programs. Statistics reflect that 95% of new students agree/strongly agree that they feel prepared and 96% agree/strongly agree that they have a strong sense of belonging.

President Frank commented that Fort Collins as a location is a great asset to CSU and reflected on the value of the relationship with the City of Fort Collins. Efforts focused on ensuring the community knows that it is valued by CSU include the first annual President's Ice Cream Social to be held on August 14th and a fall President's community lecture series.

President Frank remarked on tuition challenges and, while the financial accountability report published annually provides good data, the message on tuition needs to be presented more strategically. A new video to explain the tuition story has been developed and was shared with the Board. The video will be posted on the website and social media; sent electronically to parents; and utilized in other venues.

President Frank presented private support comparisons with peer institutions. He reported FY 2013 will be the best year ever in terms of total dollars, number of donors, cash donations and alumni participation. President Frank provided a comparison to the University of Colorado System and by campus totals. He acknowledged Chancellor Martin and Chancellor Emeritus Blake for their assistance.

COMMITTEE REPORTS

Evaluation Committee: Committee Chair Makepeace reported the committee met the previous day with the Appointees and the three Presidents to review performances for the past year and expectations for the coming year. The committee was pleased with the results of the review. A written summary will be composed and provided to the Appointees. Chancellor Martin will be developing his goals and working

with the Presidents to develop their goals for presentation to the committee at the October meeting. Committee Vice Chair Gustafson encouraged that the goals be measurable in order to provide data that can be tracked thus resulting in more meaningful evaluations. .

Academic and Student Affairs Committee: In the absence of Committee Chair Munn, Committee Vice Chair Makepeace was asked to present the report. Committee Vice Chair Makepeace reported there was discussion on several action items that were recommended to be approved on the consent agenda. Dr. Rick Miranda, CSUS Chief Academic Officer, reviewed the action items and the consent agenda items from the three campuses.

Committee Vice Chair Makepeace reported the South Metro initiative was discussed and received positive support. Chancellor Martin commented that the business community feels the South Metro initiative is important to their continued economic development. The South Metro initiative is reflective of a land grant institution being engaged by the community. General Counsel Nosler noted the South Metro initiative resolution was amended to include a maximum initial capital expenditure of \$500,000 over the next 24 months and evaluation of the program with a determination on whether to continue the initiative to be made by the Board in August 2015.

Dr. Miranda reported the Higher Learning Commission accreditation site visit for CSU will occur in November. Colorado State University is seeking comments from the public about the university in preparation for its periodic evaluation by its regional accrediting agency. The College will host a visit November 4-6, 2013, with a team representing the Higher Learning Commission of the North Central Association. Colorado State University has been accredited by the Commission since 1925. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the university. The address is: Third-Party Comment on Colorado State University, The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411. The public may also submit comments on the Commission's website at www.ncahlc.org. Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing. All comments must be received by October 4, 2013.

Chair Horrell indicated the site visit would be added to the calendar. Dr. Miranda noted the Board would receive more information as to when the Board members would be asked to meet with the review team.

Audit and Finance Committee: Committee Chair Flores reported the committee met the previous day. Ms. Allison Horn, CSUS Director of Internal Auditing, provided updates and detailed the changes in the Internal Auditing Department during the past year. Committee Chair Flores recognized Ms. Horn for flexibility during the past year and the ability to conduct audits on a pro-active basis to improve the CSUS campuses. An action item for approval of the 2014 Audit Plan was positively moved forward for Board approval.

Committee Chair Flores reported Mr. Rich Schweigert, CSUS Chief Financial Officer, provided an update on budget projections at the state level with the potential for additional funds. A COF presentation was made to assist the new members. The committee discussed the benefits of re-bonding to help cash flow and reduce payments. An action item for the Seventh supplement to the Master Resolution on issuance of the CSUS enterprise revenue bonds was moved forward. The re-bonding needs to be completed to fund the CSU-Pueblo student center renovation. Other action items were to adopt the institutional plan for student fees, and to change and adopt a line of credit for CSU-Fort Collins from the CSU Foundation. The committee briefly reviewed section 200 of the policy manual. Committee Chair Flores concluded his remarks by requesting that all action items be approved.

General Counsel Nosler clarified that, for the purpose of this meeting, as a result of the committee's discussion on the policies, only the amended Debt Management Policy on post issuance compliance with a revised paragraph H and the Board's Municipal Securities Policy were moved forward for approval. A new action item reflecting these actions was substituted for item #18 on the list of resolutions to be approved.

Real Estate/Facilities Committee: Committee Chair Johnson reported the committee convened immediately in executive session. Upon reconvening in open session, the committee received a report from President Frank and Ms. Kathleen Henry, President/CEO, CSURF, on the action item to approve the sale of land located in Hotchkiss, Colorado. The programs plans reviewed included a parking structure, Aggie Village, Eddy Hall, and the potential relocation of the Plant Environmental Research Center. Mr. Marty Hanifin, Vice President of Finance, and Mr. Craig Cason, Associate Vice President for Facilities, presented the CSU-Pueblo Master Plan. General Counsel Nosler noted that a resolution for the CSU-Pueblo Master Plan was added to the action items to be approved. Committee Chair Johnson concluded by indicating all resolutions presented were moved forward positively.

Chair Horrell noted that the draft minutes from the committee meetings will be sent to the committee chairs for their review.

Board Resolutions: General Counsel Nosler explained there were 21 resolutions that were moved forward for action and an updated list of Resolutions for Board Action – August 2, 2013 with summaries had been distributed. With the Chair's permission, General Counsel asked that the resolutions be approved en masse. Chair Horrell confirmed that the approval would include the consent agenda and all the items listed therein. General Counsel Nosler explained that, once approved, the signed resolutions would be posted on the CSUS web page. He confirmed that a specific resolution could be pulled for individual discussion and action if there were any concerns. Chair Horrell inquired if there were any specific resolutions that needed further discussion. Hearing none, she called for the motion.

Motion/Action: The motion to approve all of the resolutions was made, seconded and unanimously carried.

POLICY MANUAL

Chair Horrell explained that discussion and approval of the policy manual was postponed until the October meeting. Board members were asked to retain the draft manuals for review with particular attention to be given to the specific committee areas and general governance. Any changes were to be submitted to General Counsel Nosler by September 1st. Governor Zimlich noted that updated pages included a new table of contents and revised section 200 policies had been distributed. The meeting was recessed for a break at 1:26 p.m. and reconvened at 1:39 p.m.

SYSTEM WIDE DISCUSSION ITEMS

Chancellor Martin explained there were two issues to bring to the Board's attention for discussion and guidance (1) possible new funding for higher education, the tradeoffs, alternatives and acceptable parameters, and (2) potential legislation to expand the role of community colleges.

Higher Education Funding: Mr. Schweigert was asked to provide an overview. Mr. Schweigert pointed out the legislative digest published on the CSUS web page that lists the bills and outcomes, and commented on how the CSUS Legislative Committee tracks numerous bills each legislative session.

Mr. Schweigert referred to a Dept. of Higher Education Summary posted on the CSUS website to define the budget question. State funding went from a high in 2009 of \$706 million to \$544 million in 2014. The

state put in an additional \$36 million this past year. CSUS received no capital construction funding during this time period until this past year when \$16.3 million was received for a new academic building at CSU-Pueblo. A chemistry building at CSU-Fort Collins has been on the capital construction list for four years and could be a piece in the CSUS strategy should more funding become available.

Mr. Schweigert summarized how flexibility for governing boards to set undergraduate resident tuition increases up to 9% was allowed in 2010 under Senate Bill 003 for a five-year period. By submitting a financial accountability plan to the Colorado Commission on Higher Education (CCHE), the CSUS was one of two systems to receive permission to set the undergraduate resident tuition increases up to 12% with unlimited tuition differentials. A graph on the history of inversion of state funding vs. tuition illustrated that ten years ago, on average, the state funded 65% of tuition for undergraduate resident students and the students funded 32% whereas now the student pays 65% and the state funds 32%. Adjusting tuition based on inflation, CSU is charging only \$600 more in tuition than 14 years ago.

Mr. Schweigert explained the budget process that begins with the Governor preparing a budget to be submitted to the legislature by November 1st and then the legislative process goes through numerous cycles from November to May. The state is going into the fourth year where revenues have exceeded expenditures and the Governor has asked for input for the 2015 budget. Mr. Schweigert asked if additional higher education funding were available, did the Board have a preference for capital construction, operating funds, or a mix of the two, and what tradeoffs, if any, such as limitations on setting tuition, would be acceptable.

Chair Horrell thanked Mr. Schweigert for his comments and noted the potential additional funding is viewed as one-time revenue. Discussion followed on whether capital construction, operating or a combination would be preferred; the risk of receiving one-time operating funding with the tradeoff of losing tuition flexibility should state funding decline or should the state defund higher education; and what, if any, would be acceptable tradeoffs.

The Board also considered how one-time capital construction funds result in buildings that serve the citizens for decades; the perception of new buildings when tuition continues to rise; the issue of construction helping to stimulate the economy, but there being empty campuses due to decreased enrollment; the concept of creating an endowment, instead of buildings, with the interest to support operations; the recent success in raising private support and the potential to raise private money for buildings with state-support invested in faculty; and the risk of losing control over such items as salaries and benefits with budget line items.

Chair Horrell summarized the Board's position as wanting to maintain flexibility as the budget process moves forward and, while there is no desire to turn down new funding, the Board wants to maintain its authority to set tuition and compensation increases. Secondly, the Board does not favor adding line items. Governor Flores observed that the state generally has three commitments – corrections, K-12 and Medicaid – and higher education is always vulnerable to the economy.

Community College Expansion: Chair Horrell asked Chancellor Martin to introduce the next discussion item. Chancellor Martin explained last year Senate Bill 265 that would have allowed community colleges to offer four-year degrees was defeated in the House Education Committee. The CSU System has been alerted that a similar bill will be proposed during the coming legislative session. Chancellor Martin stated that he continues to be opposed on the basis that such a direction is bad public policy for the state's higher education system. He asked Mr. Schweigert for his comments.

Mr. Schweigert explained how the bill last year was limited to a bachelor of applied sciences with a broad interpretation of what the degree would entail. A meeting to discuss the legislation with higher education CEO's has been scheduled for August 13th by Senator Nancy Todd and Representative Jim Wilson.

Chair Horrell commented on the issue being viewed from a public policy perspective; the distinct role and missions for community colleges, four-year institutions and research universities; the lack of progress on the ongoing historical issue of how the community colleges and four-year universities work together; and the confusion created for students. She remarked that CSUS could be a model for the state in responding to the needs of the Colorado citizens.

Mr. Schweigert noted that CSUS is reaching out; under Chancellor Martin's direction, a summit to discuss what is happening in the state system of higher education has been initiated; and Arapahoe Community College has been included in discussions about the South Metro initiative. Chancellor Martin pointed out there are successful examples of partnerships between community colleges and 4-year universities in other parts of the country.

President Di Mare reported CSU-Pueblo does not get funding for remedial courses and commented on the necessity to provide remedial courses or face a large drop in enrollment. Pueblo Community College previously had been on the CSU-Pueblo campus to teach remedial courses, but backed off when the legislature allowed community colleges to begin receiving COF funding for teaching remedial courses. Attempts to re-establish the arrangement have been unsuccessful to-date.

The Board discussed taking a firm stance when necessary; the need to be flexible and understand the politics; continuing the dialogue; identifying ways to create synergy; and providing leadership in transforming higher education in Colorado. Chair Horrell concluded the discussion by thanking the Board for the conversation and insights.

BOARD EVALUATION

Chair Horrell asked for comments or suggestions. Governor Makepeace commented positively on the suggestion to dedicate a full morning for the Evaluation Committee when the formal evaluations are conducted. On a broader issue, she noted sufficient time should be allotted on the agenda to allow for presentations since time is invested in preparing the report. Alternatively, there may not need to be so many presentations. Chair Horrell remarked that the full committee agendas are not always available when the agenda is drafted and efforts will be made to have more realistic timelines.

Governor Gustafson commented on the redundancy that occurs with a full day of committee meetings and then committee reports during the next day. Chair Horrell noted that, while the reports were necessary in order to take action on the resolutions, consideration will be given to how to address the issue. President Di Mare expressed appreciation for the opportunity to hear from the Board and colleagues and to express her opinions on important issues. Governor Zimlich added the discussion held during the working breakfast was helpful and supported continuing to hold such sessions.

Chair Horrell thanked President Di Mare and her staff for their work in hosting the meeting and acknowledged the work of the System staff. The next meeting is scheduled for October 3-4 in Fort Collins. President Frank indicated the Board would be invited to the dinner at the International Colloquium on Wednesday evening, October 2nd. A stadium update will be made at the Board meeting and the Board will have the opportunity to recognize Dr. Dianna Wall, one of the world's leading environmental scientists, during dinner on Thursday evening.

With no further business to come before the Board, the meeting was adjourned at 2:54 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
EVALUATION COMMITTEE MEETING MINUTES
Via Conference Call
August 21, 2013**

CALL TO ORDER

Committee Chair Mary Lou Makepeace to order the Evaluation Committee meeting at 2:15 p.m.

ROLL

Committee members present: Mary Lou Makepeace, Chair; Mark Gustafson, Vice Chair; Dorothy Horrell; Dennis Flores; Demetri “Rico” Munn.

Administrators present: Michael Martin, CSUS Chancellor; Tony Frank, President, CSU-Fort Collins; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, CSUS Chief Academic Officer and Provost and Executive Vice President, CSU-Fort Collins; Michael Nosler, CSUS General Counsel; Rich Schweigert, CSUS Chief Financial Officer.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Sharon Teufel, Executive Assistant to the Board of Governors.

Committee Chair Makepeace explained the committee would convene in Executive Session and then move back into the open public meeting.

EXECUTIVE SESSION

Committee Chair Makepeace asked for a motion to move into Executive Session. **Motion/Action:** Governor Gustafson made the motion that was seconded and carried. General Counsel Nosler read the meeting into Executive Session for the purpose of discussing and evaluating public officials and professional staff employees of the Board relating to all matters set forth and made confidential pursuant to C.R.S. § 24-6-402 (3) (b) (I) (2013) and to receive legal advice on specific legal questions which may arise in connection with the discussions pursuant to C.R.S. § 24-6-402 (3) (a) (II) (2013). Staff except for Chancellor Martin and General Counsel Nosler was asked to disconnect from the conference call.

OPEN PUBLIC MEETING

Committee Chair Makepeace reported the Evaluation Committee had moved out of Executive Session into the Open Public meeting. She explained the committee had convened to finish the work from the August meeting regarding performance evaluations for the Director Reports including Chancellor Martin and the campus Presidents. The committee was ready to act on incentive compensation and salary adjustments as follows.

CSUS Chancellor Martin: Committee Chair Makepeace asked for a motion to award Chancellor Martin the full incentive compensation amount as set forth in his employment agreement. **Motion:** Governor Gustafson made the motion and the motion was seconded.

Governor Horrell remarked that the action was being taken based on the conversation at both the August and today’s meetings to acknowledge the contributions of Chancellor Martin in the past year, particularly in leadership on behalf of higher education in Colorado and as an education statesperson. She pointed out

his outreach with other constituents and groups across Colorado. Governor Horrell also commented on the assistance and support Chancellor Martin has given the campus Presidents in dealing with various issues and challenges. Chancellor Martin thanked the Board.

Committee Chair Makepeace added that it was a delight to watch Chancellor Martin “hit the ground running” in providing leadership not only to higher education, but all education in Colorado. She thanked Chancellor Martin for his work. **Action:** Committee Chair Makepeace called for the vote and the motion was passed unanimously.

President Lesley Di Mare, CSU-Pueblo: Committee Chair Makepeace asked for a motion to award President Di Mare the full incentive compensation amount as set forth in her employment agreement. **Motion:** Governor Flores made the motion and Governor Gustafson seconded the motion.

Governor Flores remarked that President Di Mare certainly deserved the additional compensation for her work in the past year to address the institution’s financial concerns and to recognize her for an excellent job in focusing CSU-Pueblo on the issues of educational quality and success. Governor Horrell added that the challenges have been significant. She noted that faculty, students and community leaders acknowledge the strong leadership President Di Mare has brought to the institution. President Di Mare has done a very effective job of maintaining community support and strengthening faculty morale. She concluded that President Di Mare is ideally matched to the needs of CSU-Pueblo and the Board is grateful to have her in the position.

Committee Chair Makepeace added that President Di Mare’s problem-solving is significant. President Di Mare has a vision for CSU-Pueblo that engages the community, students and faculty and is moving the institution forward.

Action: Committee Chair Makepeace called for the vote and the motion was passed unanimously.

President Becky Takeda-Tinker: Committee Chair Makepeace asked for a motion to award President Takeda-Tinker the full incentive compensation amount as set forth in her employment agreement and that \$50,000 of that amount be directed to the Presidents’ Deferred Compensation Account on her behalf. **Motion:** Governor Gustafson made the motion and Governor Horrell seconded the motion.

Governor Gustafson remarked that in the short time he has worked with President Takeda-Tinker, he is very impressed with her business acumen, clear focus, and attention to results. He further noted that CSU-Global Campus needs her entrepreneurial spirit in a very competitive market, and that she is uniquely qualified for this time. What President Takeda-Tinker has achieved is very commendable and she is a notable asset to the CSU System.

Committee Chair Makepeace added that President Takeda-Tinker is an incredible visionary and she has taken CSU-Global Campus from a concept to the powerhouse it has become. She remarked that in her opinion, President Takeda-Tinker has earned every bit of the incentive compensation.

Governor Horrell remarked that in addition to her accomplishments at CSU Global, President Takeda-Tinker should be acknowledged for her leadership on a national basis through her work with the U.S. Department of Education and other national groups. The CSUS flag is present in numerous places because of President Takeda-Tinker involvement and leadership at that level.

Chancellor Martin added that President Takeda-Tinker raised the level of the game through her strength of personality and relentless commitment to get things done.

Action: Committee Chair Makepeace called for the vote and the motion was passed unanimously.

President Tony Frank, CSU-Fort Collins: Committee Chair Makepeace asked for a motion to award President Frank \$20,000 as merit incentive compensation. **Motion:** Governor Horrell made the motion and Governor Gustafson seconded the motion.

Governor Gustafson remarked that the quality of President Frank as president is unparalleled. He pointed out President Frank's NCAA leadership, particularly in the Mountain West Conference (MWC) where a serious, negative situation was turned positive through his experience and ability that were above and beyond the call. President Frank's efforts benefited not only CSU but all the schools within the MWC.

Governor Horrell noted that because of the Board's great respect for President Frank and to acknowledge the criticality of his leadership to CSU, particularly at this point in time, contract negotiations were done early. President Frank's previous contract called for incentive compensation and the new contract makes the incentive compensation discretionary. Awarding the incentive compensation recognizes the significant value President Frank provides to CSU, the CSU System and the state of Colorado.

Committee Chair Makepeace remarked that the Board is very fortunate with all of the Appointees; that "everyone is a star"; and it is a delight to work with such high performers. She reflected that she has worked with President Frank the longest and, through every contact with him, she continues to be impressed anew with his ability to problem solve and to negotiate a complex, difficult situation to a positive outcome which is a rare talent. She commented that the Board is fortunate to have President Frank lead CSU.

Chancellor Martin thanked the Board for accepting his recommendation and noted that President Frank brings much more than the traditional role of campus president to the CSU System, the state, and beyond.

Action: Committee Chair Makepeace called for the vote and the motion was passed unanimously.

Allison Horn, CSUS Director of Internal Auditing: Committee Chair Makepeace asked for a motion to increase Ms. Horn's base pay by \$30,000 as a market and performance adjustment. The committee was advised that Ms. Horn's pay has fallen behind in the market. **Motion:** Governor Gustafson made the motion and Governor Flores seconded.

Governor Gustafson remarked that he is impressed with Ms. Horn's involvement in external peer reviews. Ms. Horn does outstanding work and is extremely well respected. She has faced challenges with new hires. Ms. Horn is a good team player and, in her audit role, is looking to provide help. He added that the Board needs to make sure she is fairly compensated. Ms. Horn does an excellent job for the CSU System and the whole audit system.

Committee Chair Makepeace commented on the amount of work Ms. Horn completes and Ms. Horn's approach and attitude that she is there not to punish, but to help. Ms. Horn and her staff are well received when they come to do an audit.

Chancellor Martin added that this is a case where the CSU System needs to heed the market reality and compensate a valued professional at the appropriate level. He is comfortable that this is the right thing without being extravagant by being fair to a professional from whom the CSU System benefits enormously. Chancellor Martin noted that Ms. Horn will appreciate the increase not only for the additional income, but for the powerful message the increase conveys.

Action: Committee Chair Makepeace called for the vote and the motion was passed unanimously.

Committee Chair Makepeace indicated that there was no further business to come before the Evaluation Committee. **Motion/Action:** The motion to adjourn was made, seconded and carried.

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

MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.S. degree for his major in Chemistry posthumously. The posthumous degree is to be conferred in conjunction with the December, 2013 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

In accordance with this policy a candidate was discussed in executive session to receive a Ph.D. degree posthumously. Once family members are notified, the name of the candidate will appear in the December 2013 commencement materials.

Consent Item

Stretch Goal: N/A

Strategic Initiative: N/A

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

MATTERS FOR ACTION:

Approval of Appointment of Dr. Paul Orscheln as Vice President of Student Services and Enrollment Management.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System hereby approve the appointment of Dr. Orscheln as the Vice President of Student Services and Enrollment Management to begin September 30, 2013.

EXPLANATION:

Presented by Dr. Lesley Di Mare, President

In June 2013 the Board approved a new senior administrative position of Vice President of Student Services and Enrollment Management. After a nationwide search, Dr. Orscheln was a finalist for this position. Due to his outstanding resume, interviews and references I have chosen him to fill this position and request the Board's approval of his appointment.

Board of Governors of the
Colorado State University System
October 4, 2013
Consent

Approved

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 at the end of the Fall 2013 C Term (ending 10/27/13).

EXPLANATION:

Presented by Dr. Becky Takeda-Tinker, President of CSU-Global Campus

The Faculty of Colorado State University – Global Campus recommends the conferral of degrees on those candidates who satisfy their requirements at the end of the Fall 2013 C Term as part of the term-based degree conferral. The Office of the Registrar has processed the applications for graduations; only those individuals who have completed all requirements will receive their degree.

Section

7

Presidents' Reports and
Campus Updates



Ensure Student Satisfaction and Success

- CSU-Global has been invited to join a DC Coalition for State Universities that address adult and nontraditional learners comprised of University of Maryland University College, Empire State University, Thomas Edison University, Troy State University, and Charter Oak State College. The Coalition will be working to ensure that the Higher Education Act Reauthorization considers factors surrounding public higher education in its work for adult and nontraditional learner success.
- The new FY2014-FY2017 Strategic Plan has been finalized and launched. The new Plan has goals to Enhance Academic Excellence, Innovative Delivery, Stakeholder Engagement, Student Success & Advancement, and Organizational Operations. The goals and objectives for the CSU-Global FY2010-2015 Strategic Plan were completed in June 2013.
- CSU-Global has received Higher Learning Commission approval to offer the Bachelor of Science degree in Human Services to provide students with an understanding of programs designed to meet community and social welfare needs among varied populations. Courses will be taught by expert faculty with real-world industry experience and cover advanced topics that include human development, intervention methods, crisis prevention, case management, and human services administration. Students will begin coursework in November 2013.
- The business faculty have worked together to identify and agree on an accrediting body appropriate for CSU-Global's business-related degree programs. It has been determined that the Accreditation Council for Business Schools and Programs (ACBSP) would provide students with increased access to the professional community while adding value to the programs and the university.
- All university wide data has been centralized into one user interface which allows for easier staff access and report creation, and university-wide transparency of information to facilitate decision-making at all levels and departments.

Expand Statewide Presence

- Added 710 new students from Colorado for the July and August term starts.
- CSU-Global was a panelist for the Adult Learning Symposium Panel, an initiative spearheaded by CCHE and the Council for Adult and Experiential Learning (CAEL).

- Through the CSU System Grant Award for its CO-PALS Grant, CSU-Global has partnered with the Colorado Community College System to facilitate the transfer of students with A.A.S. degrees from five Colorado Community Colleges into CSU-Global.
- New Affiliate relationships have been formed with Progressive Insurance, American Family Insurance, Parallon, and the Central Georgia Health System.

Transform Colorado's Future

- Completed an August Faculty & Staff Survey regarding perceptions on how CSU-Global executes on its values: Mission-focused, Innovative-thinking, Accountability, Collaboration, Learning & Growth, and Professionalism. The ratings averaged scores of 4's (on a scale of 1 to 5) for *Executing Well* for all areas: as a university, by department, as an individual, and sr. staff. From the Survey results a task force has been launched to identify factors that would help make CSU-Global a 'best places to work for' organization.
- Participated in meetings with Senator Bennett, Congressman Coffman, and Congressman Gardner to discuss issues surrounding education and workforce needs.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
October 4, 2013

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU Makes Big Strides in Student Success in 2013

Freshman retention at Colorado State University in Fort Collins is at 86.6 percent this fall, up nearly two percentage points from last year. This is the highest rate ever at CSU and the largest one-year gain ever. An analysis by the University's Office of Institutional Research also shows attrition in subsequent years being down, which foreshadows higher graduation rates in the near future. The six-year graduation rate increased to 65 percent, and the four-year graduation rate increased to 40.8 percent. This indicates that a higher proportion of students are graduating, and students are graduating faster – which saves them tuition dollars and enables them to enter the workforce sooner.

B. CSU Sees 69 Percent International Student Increase Over Five Years

The number of international students at Colorado State increased 23% this fall over last year, from 1,226 students to 1,506. International student enrollment at CSU has risen 69% in the last five years. While international enrollment at CSU as a share of total enrollment has never previously reached 5 percent, international students now account for 5.57 percent of the CSU student population. The countries most represented are China, India, Saudi Arabia, Vietnam, South Korea, and Libya. The success of CSU's internationalization efforts can be attributed to many factors, including long-term efforts and planning by the Office of International Programs, special partnership programs, and the implementation of the INTO program (INTO students make up about 6 percent of the university's total international student population). The Graduate School and the College of Engineering, in particular, have seen large increases over the last two years.

C. CSU Programs Rank Among Best in the World

Colorado State University's programs in economics/business rank in the Top 100 of the Shanghai Jiao Tong 2013 Academic Ranking of World Universities. The QS World University Rankings for 2013 ranked CSU's programs in agriculture and forestry in the top 25 of all such programs worldwide.

D. CSU among Nation's Best, Moves into Top 60 Public Universities in *U.S. News*

Colorado State University moved into the top 60 public universities in the country according to *U.S. News and World Report's* annual *America's Best Colleges* ranking for 2014. The rankings, released Sept. 10, place CSU at 60, up from 67 last year, among public universities nationwide. The magazine also lists the university as an A-plus school for students who want to be a part of a university with a broad, engaged student body. *U.S. News* highlighted CSU as an outstanding example of institutions that encourage "Writing in the Disciplines" – a distinction that helps drive student success, according to *U.S. News*. This ranking recognizes universities where writing is a priority at all levels of instruction and across the curriculum; among the 19 universities listed with CSU were Brown University, Cornell University, Duke University, Harvard University, Princeton University and Yale University. *U.S. News and World Report* assesses nearly 1,800 of the country's four-year colleges and universities, including the 201 in the top tier of the national university rankings.

E. GetEducated Names Colorado State University Online Degrees as Best Buys

Colorado State University's online psychology undergraduate degree-completion program and Master of Engineering, Civil Engineering specialization, were independently reviewed and ranked by GetEducated.com as top "Best Buys." Released Aug. 14, the data-driven lists spotlight the most affordable online degrees from regionally accredited colleges. The psychology degree rankings were calculated by analyzing 99 online bachelor's in psychology, human services, and the social sciences. Only the top 36 best values made the 2013 ranking list. The engineering master's rankings were determined by evaluating 193 online programs for engineers; the top 44 best values made the 2013 ranking list.

F. Colorado State University Makes GI Jobs "Military Friendly Schools" List

For the fifth year in a row Colorado State University has been named a Military Friendly School, in the company of the top 15 percent of all colleges, universities, and trade schools in the U.S.. The list, released Sept. 10, recognizes higher-education institutions that embrace America's military service members, veterans, and spouses as students and ensure their success on campus. The 2014 Military Friendly Schools list is put out by *GI Jobs* magazine. Inclusion in the list showcases the university's commitment to providing a supportive environment for military students in terms of services, programs, discounts, scholarships, clubs, networking, and staff.

G. Ojima Awarded 'Champion of Nature and the Environment' Medal by Mongolia

Professor Dennis Ojima was awarded Mongolia's "Champion of Nature and The Environment" medal, one of the highest honors given by the Mongolian Ministry. Ojima was presented the medal by S. Oyun, Minister of Nature, Environment and Green Development, at a ceremony at the State Palace in Ulan Bator, Mongolia, in July. Ojima is a senior research scientist with the Natural Resource Ecology Laboratory and professor in the Department of Ecosystem Science and Sustainability, both part of CSU's Warner College of Natural Resources.

H. Assistant Chemistry Professor Receives Beckman Young Investigator Award

Delphine Farmer, assistant professor in CSU's Department of Chemistry, is one of seven young scholars who received the 2013 Beckman Young Investigator Award, an honor that helps promote research in chemistry and the life sciences. With a background in chemistry and environmental science, Farmer focuses her research on how chemistry in the atmosphere affects climate and the human population. Through the Beckman grant, Farmer's goal is to build new instrumentation that will be more portable, stable, and simpler than the instrumentation atmospheric scientists use now.

I. Professor Awarded NSF CAREER Grant to Study Arctic Soil Carbon Emissions

Professor and research scientist Matthew Wallenstein was selected in July to receive a 2013 National Science Foundation Faculty Early Career Development (CAREER) Award for \$916,609 over five years. The award will support research and education on the vulnerability of Arctic soils to microbial decomposition in response to climate change. Wallenstein is an assistant professor in the Department of Ecosystem Science and Sustainability and a research scientist with the Natural Resource Ecology Laboratory, both part of CSU's Warner College of Natural Resources. Wallenstein has been studying microbiology in the Arctic since 2004. His CAREER proposal focuses on understanding how increasing temperature alters the complex interactions between plant communities and soil microorganisms. The project aims to shed light on the fate of the large stocks of carbon that are currently sequestered in Arctic soils.

J. CSU Professor Ellen Wohl Awarded American Geophysical Union 2013 Fellowship

Geology Professor Ellen E. Wohl has been selected as a 2013 Fellow of the American Geophysical Union for her continued leadership in the geologic world. Only 0.1 percent of AGU members across the country are selected to join the prestigious ranks of Fellows each year, and this year features the highest number of female AGU Fellows ever selected. With the primary qualification for the elite program being "a major breakthrough or discovery, paradigm shift, or sustained impact," Wohl was selected for her ongoing, groundbreaking contributions to understanding the geomorphology, evolution, and restoration of mountain, bedrock, and rivers.

K. Colorado State University Accreditation Self-Study Report Available for Review

Colorado State is in the process of reaffirming its academic accreditation through the Higher Learning Commission of the North Central Association, its regional accrediting agency. CSU has prepared a self-study, which is posted, along with other information about the accreditation process, for review online at www.accreditation.colostate.edu. The Commission invites the public to submit comments about the university to be considered as an additional part of its evaluation. The university will host an on-campus visit by a team from the Commission Nov. 4-6, 2013, when the team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation. Colorado State University has been accredited by the Commission since 1925. The public may submit comments on the Commission's website at www.ncahlc.org.

II. TEACHING AND LEARNING: INTEGRATE ACADEMIC AND CO-CURRICULAR EXPERIENCES

A. New Zealand Expert on Indigenous Education Presents Guest Lecture at CSU

Dr. Linda Tuhiwai Smith presented a guest lecture “Decolonizing Research Methodologies: Shared Communities and Practices” Oct. 3 at Colorado State. Smith is professor of Education and Māori Development; pro-vice Chancellor Māori; dean of the School of Māori and Pacific Development; and Director of Te Kotahi Research Institute at the University of Waikato in New Zealand. Her book “Decolonising Methodologies Research and Indigenous Peoples” has been an international best seller in the indigenous world since its publication in 1998.

B. MBA Team's Energy-Saving Idea among Finalists in International Competition

Two graduates of Colorado State University’s College of Business MS-CIS program won a trip to Paris in June to present their home energy-saving idea to an international panel of judges from Schneider Electric. Nicole Stahly and Austin Walton were one of two teams from the United States among the finalists in Schneider’s third “Go Green in the City” competition. After two rounds of preliminary judging that reduced the initial 3,000 entries to 100 then 25, the remaining two-person teams traveled to Paris for three days of presenting case studies to illustrate their ideas for viable energy management solutions in one of the five basic urban sectors--residential, university, business, water and hospitals. Stahly and Walton, who graduated in May, competed in the residential category, with a smart breaker box and open-platform web-based app that allowed homeowners to monitor all the electrical outlets in their house remotely.

III. RESEARCH AND DISCOVERY: FOSTER EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ARTISTRY/FOCUS IN AREAS OF INSTITUTIONAL STRENGTH AND SOCIETAL NEED

A. CSU Diagnoses First Equine West Nile Virus Case this Year

The first reported equine case of West Nile Virus was diagnosed in Colorado mid-August. Colorado State University’s Veterinary Diagnostic Laboratory diagnosed the West Nile-positive horse, a 3-month-old colt from Montezuma County. At the Diagnostic Lab, a crew of 80 runs about 500,000 tests a year – about 2,000 a day – to help diagnose and monitor sick pets and livestock on behalf of practicing veterinarians, animal owners, and government agencies such as the Colorado Parks and Wildlife, the U.S. Department of Agriculture, National Park Service, and the Office of the State Veterinarian.

B. CSU Scientists Say Ancient Solutions Could Help Fight Breast Cancer

The National Cancer Institute awarded a \$1.54 million, five-year grant to scientists Henry J. Thompson and Mark A. Brick in CSU’s College of Agricultural Sciences to study the disease-fighting ability of cannellini beans, domesticated in the Andean Mountains of South America. While the study focused on cannellini beans because of their strong protective activity against

breast cancer in preclinical trials, many types of common beans have also shown protective activity in laboratory models. The primary goal for the new grant is to establish cellular and molecular mechanisms that account for the beans' protective activity against breast cancer and focus specifically on insulin resistance and lipid metabolism, two factors that play a prominent role in Type-2 Diabetes and cardiovascular disease. Through this research, Brick and Thompson will be able to make specific recommendations about the types and amounts of common beans people should consume to remain healthy. This research project is part of the university's Crops for Health program that Thompson and Brick helped launch as a transdisciplinary program of research and outreach.

C. CSU Team Investigates Earthquake Retrofits for 'Soft' First-Floor Buildings

A team of researchers, led by Colorado State University engineering professor John van de Lindt, spent the month of July shaking a four-story building in San Diego to learn how to make structures with first-floor garages better withstand seismic shocks. The team successfully tested a variety of earthquake retrofits on a full-scale, 4,000-square-foot building built specifically for the tests. The structure – three stories atop an open first floor -- survived three of four simulated seismic events of increasing strength on the shake table at the University of California San Diego. Van de Lindt, the George T. Abell Professor in Infrastructure in the CSU College of Engineering, obtained a \$1.24 million grant from the National Science Foundation for the research. His team is working in conjunction with Rensselaer Polytechnic Institute, Cal-Poly Pomona, Western Michigan University, and Clemson University. Numerous industry partners, including Simpson Strong-Tie and the Forest Products Laboratory, and several other government entities are also collaborating on the tests. The research is being done as part of the Network for Earthquake Engineering Simulation in the NSF's shared facility at UCSD.

D. Colorado State Professor Studies Crabs to Understand Abnormal Cell Growth

Through a new \$982,000 four-year grant from the National Science Foundation, Don Mykles, a professor in the Department of Biology, will lead a team from CSU and three other universities to create a complete catalog of genes that are expressed in the crustacean molting gland. The same genes that control growth in crustaceans are involved in abnormal cell growth in cancer. Mykles' hypothesis is that genes that trigger the molting process will include mTOR, a protein that controls cell growth rate, and transforming growth factor beta, a protein that controls cell differentiation. The project uses the blackback land crab, a Caribbean species well-suited for these studies. The research will identify genes essential for the activation of the molting gland and its regulation, both positive and negative, by environmental signals. This database will be made available to researchers to better understand how to manage fisheries, develop effective aquaculture practices and mitigate the harmful effects of pollutants and climate change. The research also is applicable to insects.

E. NSF Grant Supports Research on Greenhouse Gases in Construction

Researchers at Colorado State University have been awarded a \$600,000 grant from the National Science Foundation to develop measurement and assessment tools to be integrated with existing architectural design software and building material databases to provide real-time, "on-the-fly"

carbon footprint metrics. The concept for a Carbon Footprint Metric (CFM) system for the built environment was developed as part of a Global Challenges Research Team in the interdisciplinary School of Global Environmental Sustainability, or SoGES, at CSU. Peter Means, a graduate student, first suggested the CFM effort as a cross-disciplinary activity, based on his research on modular construction conducted under the supervision of Mary Nobe in the CSU Department of Construction Management.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. CEMML Secures \$10 Million Agreement with U.S. Air Force

Colorado State University's Center for Environmental Management of Military Lands announced July 25 that it secured a multi-million dollar Cooperative Agreement to provide project-based environmental restoration, natural and cultural resource management, and geospatial data collection and management services at U.S. Air Force installations around the world. The agreement will generate more than \$10 million in new business for CEMML in the 2013 federal fiscal year and expand its operations by around 33 percent. The growth is expected to add over 70 new jobs to CEMML's base of 250 full-time and 150 seasonal employees. The partnership allows the U.S. Air Force to acquire additional technical assistance from CEMML for its natural and cultural resource management needs on an as-needed project basis for the next five years. To date, the projects include work at military bases in the continental United States, Alaska, Hawaii, South Korea and Japan, with assignments including munitions cleanup, groundwater restoration and conservation, wildlife management, forestry, environmental education, wildland fire management planning and ecological restoration. CEMML is a center of excellence within CSU's Warner College of Natural Resources, and is a leading global provider of research and sustainable natural and cultural resource management services on federal lands.

B. CSU Researchers Explore Creating Biofuels Through Photosynthesis

An interdisciplinary team of Colorado State University researchers has received a \$2 million National Science Foundation grant to research new routes to the sustainable production of biofuels using photosynthetic bacteria. Kenneth Reardon, Jud and Pat Harper Chair and professor of Chemical and Biological Engineering at CSU and site director for the Colorado Center for Biorefining and Biofuels, is serving as principal investigator on the grant. The grant addresses photosynthetic biorefineries, one of three research areas targeted by the NSF through its Emerging Frontiers in Research and Innovation program. The CSU research will be centered on cyanobacteria, blue-green bacteria that will be modified to convert carbon dioxide into hydrocarbons, similar to those in petroleum, through photosynthesis.

V. SERVICE AND OUTREACH: PREPARE AND EMPOWER LEARNERS OUTSIDE THE CAMPUS ENVIRONMENT

A. Colorado State University OnlinePlus to Offer First MOOC This Fall

In support of Colorado State University's land-grant charge to expand access to high-quality education, CSU OnlinePlus launched its first MOOC, or Massive Open Online Course, this fall.

In the first MOOC, “Science of Relationships,” students will discover the secrets to what makes their significant other tick, why they are attracted to certain people, and how best to nurture a relationship, among other topics. Science of Relationships is taught by social psychology expert and CSU faculty member Jennifer Harman, Ph.D. The noncredit, social-based program is designed for individuals interested in the field of psychology.

B. Colorado State Leads International Study Tour to Arabian Gulf Region

Oscar Felix, executive director of CSU’s Access Center and assistant professor in the Student Affairs in Higher Education program, led an international student affairs study tour to the Arabian Gulf region. Twenty-two participants from Australia, South Africa, United Kingdom, Barbados, and the U.S. participated in the tour to explore higher education and student affairs in Qatar and the United Arab Emirates. CSU was selected by three national professional associations to serve as the academic partner for the international tour because of its established relationships in the gulf region.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. CSU Hosts Community Open House and Ice Cream Social

Colorado State hosted more than 3,000 community members and families at the first-ever Community Open House and Ice Cream Social Aug. 14 on the Lory Student Center West Lawn. The event featured remarks from President Frank, free ice cream and beverages, games, campus tours, prizes, music and interactive booths from divisions and colleges across campus. CSU’s Office of the President and the Coloradoan Media Group were co-sponsors of this community event, which was organized by the Division of External Relations.

B. School is Cool Surpasses 30,000 Backpacks Donated to Poudre School District

Volunteers from across the Colorado State University campus and throughout the community combined their efforts to fill 2,517 backpacks for Poudre School District students during the annual School is Cool event. School is Cool, a staff-driven effort in its 22nd year of providing new backpacks and school supplies for area public school children, has now donated more than 30,000 backpacks since the program began in 1991 with the distribution of 67 backpacks. School is Cool is supported by the Bohemian Foundation, Hewlett-Packard, the CSU Bookstore, and donations from CSU employees and community members. More than 190 volunteers joined forces on the project.

C. CSU Co-Sponsors Free Vaccination Clinics in Response to Rising Rabies Threat

In response to surging reports of rabies, Colorado State University and the Larimer Humane Society offered two free vaccination clinics in Fort Collins in August to help pet owners protect their animals from the deadly – but completely preventable – viral disease. CSU veterinary students donated time to assist with the clinics, and pharmaceutical company Boehringer Ingelheim donated the rabies vaccine.

D. More Than 200 Volunteers Advise Students on Being Good Neighbors

More than 200 volunteers -- police, faculty, staff, students, and community members -- joined together August 28 to usher in a new school year with the annual Community Welcome. The event was managed by CSU's Off-Campus Life and the City of Fort Collins Neighborhood Services. This year, Community Welcome expanded to new neighborhoods in order to reach more residents. Volunteers visited more than 2,000 residences and handed out "Grow Our Community" cards that encouraged neighbors to meet each other and share contact information. Other common neighborhood issues like noise, weeds, barking dogs, and sidewalk snow removal are explained to help all neighbors stay clear of violating local ordinances and potential fines. Students living on CSU's campus will receive information about neighborhood expectations before they move into the Fort Collins community.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Colorado State Announces Another Fundraising Record of \$133 Million, Number of Donors at All-Time High

CSU set a new fundraising record by bringing in \$112.5 million in private funding from donors to support the university, surpassing last year's record of \$111.6 million. This comes just one year after the university announced it had successfully completed a \$500 million fundraising campaign ahead of schedule. The Fiscal Year 2013 fundraising total also represents record success for the university in several key categories:

- This year 33,614 donors gave to the university, up nearly 2,000 from last year's record total of 31,690 donors.
- Alumni Association membership increased by 15 percent. Alumni participation, which represents the percentage of CSU undergraduate alumni who financially support the university, grew by nearly 15 percent and is up 30 percent over the past two years.
- CSU saw a dramatic increase in CSU's social media following, particularly as it relates to fundraising. Social media following of the Alumni Association increased by 20 percent – and there are now more than 83,000 people following CSU via social media.
- Online giving jumped 28 percent.
- CSU also became the first university in Colorado to launch a comprehensive crowd-funding platform to reach new donors via social media.

B. Arabian Horse Leaders Give \$3 Million to Colorado State University's Famed Equine Fertility Lab

A couple notable in the Arabian horse industry has donated \$3 million to the Colorado State University Equine Reproduction Laboratory to propel teaching, research, and clinical services that have made the laboratory a foremost authority in reproductive science and techniques. Bud and Jo Adams, of Scottsdale, Ariz., said the significant donation is their way of giving back to a program that benefited their horse business, Adams Arabians, for many years. It is the family's second transformational gift to the university: 20 years ago, Bud Adams and his late first wife, Louise, donated a barn and arena complex worth more than \$1 million. The Adams-Atkinson

Arena has been a key facility, where thousands of CSU equine students have gained a unique combination of scientific and hands-on learning. The new gift stems from a friendship that began when the CSU Equine Reproduction Laboratory was known simply as the “stallion lab,” and two of its architects – equine experts Jim Voss and Bill Pickett – regularly visited and consulted with Adams at his ranch when it, too, was on the threshold of excellence.

C. Report on Private Support

	August 2013		FY14 (July - August)		FY13 (July - August)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$8,436,216	3,256	\$14,243,609	5,270	\$16,476,286	5,161
Irrevocable Planned Gifts	-	-	-	-	-	-
Revocable Gifts and Conditional Pledges	\$1,200,000	7	\$3,290,000	14	\$329,127	1
Payments to Commitments Prior to Period	(\$199,157)	543	(\$828,533)	838	(\$960,083)	577
Total Philanthropic Support	\$9,437,059	2,775	\$16,705,076	4,552	\$15,845,331	4,659
Private Research	-	-	\$908,307	8	\$2,969,112	34
Net Private Support	\$9,437,059	2,775	\$17,613,383	4,560	\$18,814,443	4,690

Major Gifts – (\$100,000 +) Not Previously Reported

Malone Family Foundation (John C. Malone, Ph.D. and Mrs. Leslie A. Malone)

\$6,046,194 gift to support *The Leslie A. Malone Presidential Chair in Equine Sports Medicine Endowment*, College of Veterinary Medicine and Biomedical Sciences

Mr. Bud M. Adams and Mrs. Jo Adams

\$3,034,608 gift of securities to support the *ERL Rebuilding and Renovation*, College of Veterinary Medicine and Biomedical Sciences

Mr. William T. Quarton and Mrs. Charlotte A. Quarton

\$1,900,000 revocable commitment to support *Student Affairs*

The Hadley and Marion Stuart Foundation (Ms. Nan M. Stuart)

\$1,000,000 gift to support the *Stephen J. Withrow Presidential Chair in Oncology*, College of Veterinary Medicine and Biomedical Sciences

Mr. Gary C. Olsen and Mrs. Anna L. Olsen

\$950,000 revocable commitment to support the *College of Business*

Ms. Allison Topham

\$750,000 revocable commitment to support the *Jessy’s Leash of Love Endowment*, College of Veterinary Medicine and Biomedical Sciences

Anonymous Donors

\$505,958 designated as \$155,958 gift to support the *Sean “Ranch” Lough Memorial Scholarship*, Department of Enrollment and Access; \$100,000 gift to support the *University Art*

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Museum Expansion, College of Liberal Arts; \$50,000 gift to support *Presidential Leadership Excellence*, Office of the President; and a \$200,000 revocable commitment split evenly to support the *College of Business*, the *Morgan and University Libraries Endowment*, the *Lory Student Center Gift*, and the *Women in Natural Sciences Program*

Mr. W. Rex Akers, Jr.

\$150,000 revocable commitment to support the *Rex Akers – Philip O. Baker Scholarship*, Office of Enrollment & Access

E.I du Pont de Nemours & Company

\$190,000 gift designated as \$150,000 to support *Collaboration on Environmental Research Topics*, College of Engineering, and \$40,000 to support the *Philip Westra*, College of Agricultural Sciences

IMA Financial Group Inc.

\$150,000 pledge designated as \$125,000 to support *Insurance Risk Management*, and \$25,000 to support the *IMA Financial Group Inc Scholarship*, College of Business

The Denver Foundation (Reisher Scholarship Fund)

\$140,206 gift to support *Reisher Scholars*, Department of Student Affairs

Stephen Bechtel Fund

\$129,200 gift to support *Agricultural Sciences – Research*, College of Agricultural Sciences

Chevron Energy Technology Co.

\$120,000 gift to support *Solvents-in-Groundwater*, College of Engineering

The Energy Foundation

\$120,000 gift to support the *Center for New Energy Economy-Program*, Office of the President

Estate of Gene E. Fuhlrodt

\$116,939 gift to support the *University Fund*, Office of the President

ExxonMobil

\$100,000 gift to support *Hydrocarbon Research – Department of Civil Engineering*, College of Engineering

Ms. Penny L. Youngblood

\$100,000 gift to support the *Equine Reproduction Laboratory (ERL)*, College of Veterinary Medicine and Biomedical Sciences

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. President Frank Challenges University to Create Exceptional Work Environment for Adjunct Faculty

In his annual Presidential Fall Address September 4, Colorado State University President Tony Frank announced a top priority for this year is to create an exceptional work environment for CSU's adjunct faculty. The university already has made significant strides in supporting adjunct faculty in the last couple of years, such as supporting a legislative bill that allows the university to offer multi-year contracts to non-tenured teaching and research faculty, and creating a new committee on campus that represents non-tenure track faculty, Frank said, but more can be done.

B. The Ripple Effect Women's Initiative Begins at Colorado State

The Ripple Effect, a new initiative aimed at making CSU an exceptional place for women to work and learn in any capacity, was announced September 4 by President Frank at the annual Fall Address to the University community. The initiative is led by Vice President for University Operations Amy Parsons, and the name is derived from the belief that every idea and discussion can create a ripple or change, and collectively those ideas can change an entire organization. To start, Parsons directed the creation of a website, www.rippleeffect.colostate.edu, that is a forum for women and men to share ideas with the university and watch to see the best ideas be discussed, forwarded to university officials, considered for implementation, and create change.

C. Colorado State University names Alan Rudolph Vice President for Research

Alan Rudolph has been named the new Vice President for Research for Colorado State University. He most recently served as director of Biological and Chemical Technologies for the Department of Defense/Department of Homeland Security, as well as an adjunct professor at the Duke Medical School Center for Neuroengineering. Over his career, Rudolph has managed more than \$1.2 billion in research and development investments and published more than 100 peer-reviewed technical papers across a variety of disciplines in biophysics, cell biology, robotics, tissue engineering, physiology, hematology, and immunology. He holds a doctorate degree in Zoology from the University of California at Davis and an MBA from the George Washington University. Rudolph will begin his duties at CSU on September 30, replacing retiring Vice President for Research Bill Farland, who has held the position since 2006. The Vice President for Research serves as the chief institutional advocate and facilitator for faculty research activities and is responsible for programmatic excellence in research for Colorado State University.

D. CSU Earns Perfect Score in Assessment of Compliance with VA Rules

In its annual review of the University's process of Veterans Administration benefits, CSU earned a 100% rating for its compliance with program rules. The VA also noted that CSU's work to support prior credit for veterans and to promote department cooperation was among the best they've seen. The success of this program is attributable to the hard work of our Veterans Affairs staff under the leadership of Registrar Chris Seng and Vice President for Enrollment and Access Robin Brown.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Colorado State University Illustrates Tuition Costs through Artistic Video

In a new video released in August, Colorado State University President Tony Frank explains how tuition numbers add up using a uniquely artistic method – one meant to draw out the explanation and make tuition more understandable to parents and students who often struggle to pay for college. In the video – titled, “Where Do My Tuition Dollars Go?” -- President Frank teams up with Colorado State alumna and artist Karina Mullen. As Dr. Frank explains the complexities of tuition, Mullen uses pens and a large sketch pad to illustrate and explain how in-state tuition adds up. The video is online at <http://president.colostate.edu/tuition-video.aspx>.

B. CSU Sponsors USA Pro Cycling Challenge

Colorado State University was a sponsor and founding partner of the 2013 USA Pro Challenge, the largest spectator event in Colorado history, in August. The annual multi-day professional road cycling state race draws the world’s top riders to Colorado. This year’s challenge drew attention from across Colorado and around the world, shining an international media spotlight on CSU and Northern Colorado, including VP for External Relations Tom Milligan being interviewed as part of NBC’s televised coverage of the event. Tens of thousands of fans gathered in Old Town Fort Collins for culmination of Stage 6 and a Finish Festival and awards ceremony for the winning riders. CSU President Tony Frank and College of Business Dean Ajay Menon presented the Best Young Rider Jersey to rider Lachlan David Morton.

C. Ribbon-Cutting Ceremony for Scott Bioengineering Building

The Suzanne and Walter Scott, Jr. Bioengineering Building – the newest addition to the Colorado State University campus – held a Grand Opening ceremony September 12 with a reception and tours of the state-of-the-art facility. Two years in construction, the \$75-million, 122,000-square-foot Scott Bioengineering Building contains classroom and high-tech research space for about 40 faculty members in the disciplines of biomedical engineering; bioanalytic devices – sensors to detect a host of organic agents; environmental engineering; and synthetic biology, which works to solve problems related to the environment, health and energy. The Scott Building is the second Engineering Building on the CSU campus. In addition to private donations including \$10 million from the Suzanne and Walter Scott, Jr. Foundation, CSU students voted to increase their student fees to make this new building a reality.

D. Professor Helps Actor Jim Parsons Discover his Past on TLC's "Who Do You Think You Are?"

A Colorado State University history professor helped actor Jim Parsons, star of the popular “The Big Bang Theory,” unlock secrets about his past in an episode of “Who Do You Think You Are?” on the TLC network. The episode featuring Parsons – the season finale – aired September 10. Robert Gudmestad, an associate professor in CSU’s Department of History, was contacted by

TLC after the network learned of his interest in steamboats and their impact on American history. His book, “Steamboats And the Rise of the Cotton Kingdom,” was of particular interest.

E. CSU's Division of External Relations Honored with Six National Awards

Colorado State University was honored with six national awards for innovative communications work on everything from bringing facts and figures to life in a revitalized form to cutting-edge website development, social media campaigns, and publications that successfully promoted the university and its brand identity around the nation and world. The awards, announced recently by the national APEX Awards organization, honored Colorado State’s Division of External Relations for a broad range of communications and marketing work, including the Grand Award for Publication Excellence for “InFact Booklet: Colorado State University by the Numbers.”

F. Colorado State University Ram Zone store opens in Old Town Fort Collins

The new Colorado State University Ram Zone store opened in downtown Fort Collins August 2. The CSU Bookstore and Department of Athletics are co-sponsoring the business, located at 172 N. College Ave., which will provide fans the opportunity to buy unique Rams gear and purchase tickets for upcoming sporting events in the same place.

MEMORANDUM

To: CSUS Board of Governors

From: President Tony Frank, Colorado State University-Fort Collins

Subject: Report of Approvals for Leave

Pursuant to the Board Resolution of August 3, 2013, the President is delegated authority to approve various leaves with periodic reports to the Board. Attached is the report of approved leaves absent as of October 4, 2013.

Board of Governors of the
Colorado State University System
Meeting Date: October 4, 2013
Consent Item

	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Orswell, Forest	Student Legal Services	7/01/13	7/26/13	12/Reg	LWOP/Departmental
2	Lu, Chungu	CIRA	7/1/13	12/31/13	12/Spec	LWOP/Personal
3	Hill, Mary	Hartshorn Health Services	7/1/13	7/31/13	12/Reg	LWOP/Departmental
4	Saunders, William H	CEMML	7/1/13	2/28/14	12/Spec	LWOP/Layoff
5	Menand, Gretchen	Web Communications	6/13/13	6/28/13	12/Reg	LWOP/Family Obligations
6	Hudgens, Robert	Student Financial Services	8/1/13	8/1/13	12/Reg	LWOP/Family Obligations
7	Grogan, Robin	Lory Student Center	6/5/13	6/6/13	12/Reg	LWOP/Family Obligations
8	Wiseley, Walter	CEMML	7/15/13	7/31/13	12/Spec	LWOP/FMLA
9	Lowrey, Robert C Jr	Student Legal Services	7/5/13	7/14/13	12/Reg	LWOP/Departmental
10	Flanigan, Kelly	IDRC	7/10/13	7/14/13	12/Reg	LWOP/Personal
11	Zentner, Elizabeth	Admissions	7/29/13	7/31/13	12/Reg	LWOP/Personal
12	Spencer, Kenneth	CEMML	7/16/13	7/17/13	12/Spec	LWOP/FMLA
13	Cebina, Jody	Continuing Education- Administration	6/28/13	6/28/13	12/Reg	LWOP/FMLA
14	Floyd, Chelsea	Continuing Education- Administration	7/25/13	8/2/13	12/Reg	LWOP/Special
15	Rose, Ruth Jean	Clinical Sciences	7/29/13	9/30/13	12/Temp	LWOP/Maternity-Paternity
16	Willard, Donna	MIP	8/14/13	8/19/13	12/Reg	LWOP/Personal
17	Collar, Catharine	CEMML	7/22/13	8/4/13	12/Spec	LWOP/FMLA
18	Bontadelli, Johnna	Hartshorn Health Services	7/1/13	7/31/13	12/Reg	LWOP/Departmental
19	Foster, Annette	Atmospheric Science	7/26/13	8/2/13	12/Spec	LWOP/Personal
20	Bowers, Ella Marie	College of Liberal Arts	7/4/13	7/14/13	12/Reg	LWOP/FMLA
21	Bowers, Ella Marie	College of Liberal Arts	8/5/13	8/23/13	12/Reg	LWOP/FMLA
22	DeWaele, Allison	HDS Operations Management	7/23/13	7/31/13	12/Reg	LWOP/FMLA
23	Ryan, Sarah	CVMBS College Office	6/21/13	6/24/13	12/Reg	LWOP/Personal
24	Cooper, Leroy A	Honors Program	1/1/14	5/15/14	9/Spec	LWOP/Personal
25	Cebina, Jody	Continuing Education- Administration	7/24/13	7/24/13	12/Reg	LWOP/Disability
26	Beavers, Andrews M	CEMML	7/26/13	7/26/13	12/Spec	LWOP/Personal
27	Ustuner, Tuba	Marketing	8/16/13	5/15/14	9/Reg	LWOP/Personal
28	Wiseley, Walter	CEMML	8/1/13	99/99/99	12/Spec	LWOP/FMLA
29	Zentner, Elizabeth	Admissions	7/29/13	7/31/13	12/Reg	LWOP/Personal
30	Webber, Stephanie	CEMML	7/12/13	7/26/13	12/Spec	LWOP/Furlough/FML
31	Diamond, Hayley Lara	CEMML	9/26/13	10/4/13	12/Spec	LWOP/Personal
32	Lowrey, Robert C Jr	Student Legal Services	8/5/13	8/19/13	12/Reg	LWOP/Departmental
33	Orswell, Forrest M	Student Legal Services	8/8/13	8/12/13	12/Reg	LWOP/Departmental
34	Xu, Guangping	Geosciences	9/1/13	9/1/14	12/Temp	LWOP/Personal
35	Pasrich, Puneet	CSU Energy Institute	8/1/13	6/30/14	12/Spec	LWOP/Departmental
36	Ryan, Sarah	CVMBS College Office	7/24/13	7/26/13	12/Reg	LWOP/Personal
37	Hill, Mary	Hartshorn Health Services	8/1/13	8/20/13	12/Reg	LWOP/Departmental
38	Bontadelli, Johnna	Hartshorn Health Services	8/1/13	8/31/13	12/Reg	LWOP/Departmental
39	Borthwick, Laurie A	Hartshorn Health Services	8/1/13	8/31/13	12/Reg	LWOP/Departmental
40	Vesty, Jill	Hartshorn Health Services	8/6/13	8/30/13	12/Reg	LWOP/Departmental

Nondelegable Personnel Actions

Board of Governors of the
Colorado State University System
Meeting Date: October 4, 2013
Consent Item

41	Cook, Amy Eileen	CEMML	8/1/13	10/31/13	12/Spec	LWOP/Personal
42	DeWaele, Allison	HDS Operations Management	8/1/13	8/13/13	12/Reg	LWOP/FMLA
43	Higgins, Jane A	Hartshorn Health Services	8/9/13	8/19/13	12/Reg	LWOP/Departmental
44	Nolan, Catherine Nicole	CEMML	8/1/13	8/8/13	12/Spec	LWOP/Personal
45	Borthwick, Laurie A	Hartshorn Health Services	8/2/13	8/31/13	12/Reg	LWOP/Departmental
46	Kim, Minjeong	Journalism & Technical Communications	8/16/13	5/15/14	12/Reg	LWOP/Personal
47	Curran, Kaitlin M	Clinical Sciences	7/28/13	8/31/13	12/Temp	LWOP/FMLA
48	Coughenour, Michael B	Natural Resource Ecology Laboratory	8/16/13	5/1/14	9/Spec	LWOP/Administrative
49	Haynes, Carrie	University Counseling Center	8/5/13	8/7/13	12/Reg	LWOP/Personal

**COLORADO STATE UNIVERSITY – PUEBLO
PRESIDENT’S REPORT**

I. ACADEMIC EXCELLENCE

A. Engineering Faculty Member Attends Research Trip Sponsored by the National Science Foundation

Dr. Leonardo Bedoya-Valencia was one of 60 U.S. researchers invited to Chile by the National Science Foundation to discuss simulation and optimization of supply chain systems, while also visiting industrial sites and universities.

B. Mass Communications and Center for New Media Faculty Authors Textbook on Gender and Media

Associate Professor Leticia Steffen recently had her textbook published by Sentia Publishing, entitled *Women & Men and How Media Attempt to Define Us*. She directs the journalism emphasis of the Mass Communications Department and teaches the elective course, *Women and Media*.

C. Music Faculty Member Performs at New York Music Festival

Assistant Professor of Music Zahari Metchkov performed on the piano a series of chamber music concerts at the 2013 Geneva Music Festival with accompaniment by string players, including Lincoln Center Chamber Music Society member, Ani Kavafian.

D. Two Chemistry Faculty Have Articles Published

Dr. Matthew Cranswick had an article published on small-molecule activation, in a special issue of the *European Journal of Inorganic Chemistry*. Dr. Chad Kinney had an article accepted for the publication in the journal, *Water Research*. The article was co-published by graduate students, Pradeep Gautam and Jim Carsella.

E. Music Faculty Appointed Composer-in-Residence in Assisi, Italy

Instructor Nicole Buetti has been appointed to the prestigious position of composer-in-residence at the Assisi Music Festival/Assisi Performing Arts in Italy. She has premiered three new compositions in Italy and was a featured bassoonist in the festival, as well.

F. English and Foreign Language Faculty Member Becomes Editor of National Literary Magazine

Associate Professor Juan Morales has become editor of the literary magazine, *Pilgrimage*, serving as its fifth editor in 40 years of publication. The nonprofit publication publishes works of poetry, essays and short stories from writers focused on the greater southwest region. Professor Morales hopes to include students to help expand the publication's influence, increase subscribers and identify even greater numbers of writers interested in submitting their works.

II. STUDENT ACCESS AND SUPPORT

A. CSU-Pueblo Only One of Two Campuses in Colorado to Offer National Program Geared to Improve Financial Literacy of Students

SALT is a program supported by the national nonprofit organization, American Student Assistance, which is working with 200 college campuses nationwide to provide information to students regarding their student loans, and also includes financial literacy education on such topics as budgeting and understanding credit scores.

Students can conduct scholarship and internship searches through its website, and receive local and national discounts with partnering corporations. Other elements of the program include a service that allows students to import their loan information and calculate their specific payments and repayment options.

The new program is provided at no cost to students and is designed to improve the financial well-being of students and assist them with better understanding of financial expectations both while they're enrolled and after they graduate. Metropolitan State University of Denver is also part of the SALT program.

B. Psychology Faculty Member Has Two Presentations at First International LGBT Conference using Research Conducted with Students

Dr. Karen Yescavage presented research conducted with five undergraduate students at the first international Lesbian, Gay, Bisexual, Transgender conference held in Lisbon, Portugal. One student attended the conference with her. She presented a qualitative community research project exploring the experience of LGBT individuals living in rural areas of the southwest United States.

She also presented international research she conducted with Hamline University law professor, Ann Tweedy, regarding workplace discrimination experiences of bisexuals.

C. SAFE Program Piloted During Summer 2013 through PROPEL Grant Program

The SAFE Program (Summer Academic Forgiveness Education) was implemented during summer 2013 as part of the 5-year Title V grant known as PROPEL (Providing Opportunities to Excel). The program is intended to increase the number of underrepresented student groups studying science, technology, engineering, and mathematics. Designed for students who had previously been unsuccessful in specific courses, the summer program had very high passing rates for those students who participated.

D. New Initiatives Being Implemented through Student Engagement and Leadership

New student engagement activities at the start of the fall 2013 semester are providing new opportunities to first year students.

-Almost 1000 students and their family members attended the final two Orientation sessions held this past summer culminating with a Convocation Ceremony that included an official welcome by President Di Mare, with the CSU-Pueblo Marching Band in attendance. In addition, the provost, deans and department chairs participated in the event, wearing their academic regalia.

-Wolf Pack Welcome Week implemented 10 different events to new students in just 9 days with over 3,400 people participating.

-For the first time, a special event was held to introduce students to fraternity and sorority life on the campus.

E. New Merit Scholarships Created at CSU-Pueblo

A new automatic merit scholarship program will provide incoming freshmen and their families immediate information on automatic scholarships they may be eligible for beginning with the fall 2014 academic year. The scholarships are renewable for up to three years if the student maintains the required minimum renewal grade point average.

The initiative represents a restructuring of institutional aid so that potential students will have absolute understanding of scholarships they may be eligible for. The new model is not only intended to provide immediate information on possible scholarships, but also to attract the academically strong student.

The new scholarships include the following:

Presidential Scholar	\$8,000 per year
Distinguished Scholar	\$5,000 per year
Promising Scholar	\$2,500 per year
Welcome to the Pack	\$1,000 per year

These scholarships are in addition to the \$1,000 Commitment to Colorado award for Pell eligible students and the \$1,000 First Generation Scholarship available to students who are the first in their family to attend college.

III. DIVERSITY

A. National Hispanic Heritage Month Celebrated at CSU-Pueblo

CSU-Pueblo is celebrating National Hispanic Heritage Month from Sept. 13-Nov. 4 with an assortment of musical performances, food, films, and speakers. With federal designation as a Hispanic Serving University, the University prioritizes the recognition of this very unique month of Hispanic culture.

The CSU-Pueblo Ballet Folklórico performed on Sept. 13 with proceeds going to student scholarships. On Sept. 20, author Juana Bordas will speak on the important of diversity in education discussing her new book, *The Power of Latino Leadership: Culture, Inclusion, and Contribution*.

Other events include CSU-Pueblo English and Foreign Language faculty member, Dr. Alegria Ribadeneira presenting in October on the history, research and usage of Spanglish, which has resulted from a combination of the Spanish and English languages. English and Foreign Language professor, Juan Morales, will join Dr. Ribadeneira later in October for a writing workshop that will explore Hispanic Heritage. In mid-October, a salsa making competition is scheduled with taste-testing fun in three categories; most traditional salsa, best fruit salsa, and hottest salsa.

In addition, the University will once again host the annual Latino Chamber of Commerce's Lifetime Achievement Luncheon on Oct. 18. In late October, award-winning documentarian, John Valdez, will lecture on the Chicano civil-rights movement, and Maria Montoya, associate professor of history at New York University her discuss her book, *Translating Property: The Maxwell Land Grant and the Conflict over Land in the American West, 1840-1940*.

The recognition of Hispanic Heritage Month concludes in early November with the Día de Los Muertos (Day of the Dead) celebration that originated in Latin America.

B. Influx of International Students Arrive at CSU-Pueblo fall 2013

Nearly 10 percent more international students are on the CSU-Pueblo campus this fall, a combination of those registered for classes and those participating in the English Language Institute that enhances their English language skills for future enrollment in CSU-Pueblo courses.

Proactive efforts by faculty and international programs staff, along with the University marketing task force, have contributed to the increase, which includes 78 new international students from 22 countries. New students are coming from Brazil, Columbia, Peru, Ecuador, and Venezuela. The Far East is also represented with students from China and South Korea.

C. Accomplished Chinese Opera Singer is Professor-in-Residence

The first soprano to earn the title of Top Ten Singer in China three times is teaching vocal lessons and giving special seminars and recitals during the 2013-2014 academic year at CSU-Pueblo. Professor Li Zhang has a bachelor's degree from the Sichuan Conservatory of Music and a Master's Degree from the China Conservatory of Music. She was named 2006 Teacher of the Year by Classical Singer Magazine and has been a voice professor at the Sichuan Conservatory since 2003, where she earned the 2012 Outstanding Professor Award. She performed at the July 4th Pueblo Symphony concert on the Pueblo Riverwalk and will be a guest soloist during the Pueblo Symphony's upcoming performance season.

D. New Position of Director of Diversity and Inclusion Created

The search is currently underway for a new Director of Diversity and Inclusion as a fulltime position dedicated to student diversity and programming at CSU-Pueblo. The position was formerly shared with AA/EEO/Title IX, before both positions were recently restructured as fulltime positions at the University to better serve students, faculty, and staff.

The move to a fulltime position represents the University's commitment to creating an even more diverse and accepting campus climate that will not only benefit the University but will also reflect the Pueblo community, as well.

IV. IMAGE BUILDING

A. T-Wolf Football Team Plays at Dallas Cowboys Stadium for Lone Star Football Festival

Hundreds of alums, faculty, staff, students, and friends of football cheered on the Thunderwolves as they scored a big win over Angelo State at the Lone Star Football Festival game on Saturday, Sept. 14, at the Dallas Cowboys Stadium. The T-Wolves remain ranked fifth in the nation following the 45-24 win. On Friday, Sept. 13, University alumni gathered at a local hotel for pre-game rally followed by the game and party on Saturday night. In addition, the CSU-Pueblo Marching Band performed at the game and at Six Flags over Texas on Saturday.

B. CSU-Pueblo Day at the Fair Always a Resounding Success

Once again the “Pack the Fair” day at the Colorado State Fair proved highly successful with an alumni reception prior to the Thunderwolves Pack the Rodeo Night, ending with a concert performed by the country-rock trio, Gloriana. The band’s recent hit, “Wild at Heart” earned the group the American Music Award for Breakthrough Artist in 2009 and the coveted Academy of Country Music Award for Top New Vocal Group in 2010.

The annual event is proving to be a big draw for CSU-Pueblo alums and friends, but also fairgoers, alike, who enjoy the rodeo and concert afterwards.

C. RMAC Honors Softball and Men’s Tennis Teams

Women’s softball and men’s tennis athletes have been honored for their elite academic achievements with the recent Rocky Mountain Athletic Conference’s inaugural Brechler Award, which recognizes top team grade-point-average of each of the RMAC’s 21 sponsored sports. The CSU-Pueblo softball team had a combined 3.37 GPA for spring 2013, while the men’s tennis team GPA, 3.84, had the highest team GPA of any RMAC team.

D. ThunderPups Program Attracts Young Fans

Boys and girls in southern Colorado up to eighth grade can participate for free in the “ThunderPup Club” through a partnership between the YMCA and the CSU-Pueblo Athletics Department. The free membership includes free admission to all CSU-Pueblo athletic contests throughout the year, including football and basketball, as well as free admission to all future ThunderPup Clinics throughout the year.

The goal of the club is to expose young people to collegiate athletics, healthy lifestyles, and competitive sports, as well as expose them to the CSU- Pueblo athletics program. For many of these young people, the opportunity to meet some of the University's top athletes provides an inspirational and powerful experience in their lives.

V. COMMUNITY OUTREACH

A. “On the Move” Capital Campaign Hosts Major Kickoff Event

Over 300 guests attended the official kickoff of the CSU-Pueblo Foundation's “On the Move” capital campaign to raise dollars for student scholarships, renovation of the Occhiato University Center, and the addition of six new sports at CSU-Pueblo. The three-year campaign plan is to raise a \$25 million for the three major focus areas.

Plans call for \$15 million to go towards student scholarships, with \$5 million to assist with OUC renovation, and \$5 million to go towards the addition of men's and women's Lacrosse, men's indoor and outdoor track and field, and women's swimming and diving. The athletic enhancements include not only the addition of the six sports, but also the construction of a new soccer and lacrosse stadium with synthetic turf, 600-seat grandstand, public restrooms, concession area, press box, team locker rooms, offices, and a lobby. Over \$5 million has already been raised for the campaign.

B. Two CSU-Pueblo Faculty Serving on the Statewide Ludlow Task Force

History Professor, Dr. Jonathon Rees, and Chicano Studies Professor, Dr. Fawn Amber Montoya, are part of the task force appointed by Governor Hickenlooper to commemorate the 100th anniversary of the call to strike and the famous Ludlow Massacre that occurred south of Pueblo.

Numerous events are planned beginning Sept. 19 with an opening reception of the historical and pictorial display, “Children of Ludlow-Life in a Battle zone, 1913-1914” exhibit which will be on display through December 2014 at the El Pueblo History Museum. The exhibit focuses on the experiences of children during the harsh winter of 1913 when the miners were on strike and before the militia was called in.

C. CSU-Pueblo Foundation Board Adds Prominent Puebloans

Longtime CSU-Pueblo supporter, Art Gonzales, has joined the Foundation Board as a sustaining trustee. As a retired local businessman, Art, along with his wife, Lorraine, continue to be monumental benefactors of the University.

Also joining the Foundation as committee members are Pueblo realtor Flo Beatty-Mendez, who will work with fundraising and public relations efforts of the Foundation, and Gloria Gutierrez, regional representative for Senator Mark Udall, who will serve on the Nominating Committee to identify and recommend future members to the Foundation Board of Directors.

VI. RESOURCE MANAGEMENT

A. Continuing Education Moves to New Building in Colorado Springs

The CSU-Pueblo Office of Continuing Education has moved into the tallest building in downtown Colorado Springs, named University Tower. The new location is located near the interstate and Pikes Peak Community College and will provide more classrooms and meeting rooms for coursework, student advising, and university events.

B. New Vice-President for Student Services and Enrollment Management joins CSU-Pueblo

Dr. Paul Orscheln has been selected to serve as the new VP of Student Services and Enrollment Management, assuming the position on Sept. 30. Dr. Orscheln has almost 15 years of experience in numerous areas of student services and enrollment management at three different institutions.

He has been associate vice president for enrollment management at Northern Kentucky University since 2012. Prior to that, he served as executive director of enrollment services at Northern Arizona University, following a promotion from his original position at NAU, as Director of Undergraduate Admissions and Orientation. From 1999-2007, he served in numerous admissions capacities at the University of Central Missouri, from academic advisor to coordinator of transfer students.

C. CSU-Pueblo Expands Veterans Services with Hire of New Director

Laura Barela became the director of the Office of Veterans Affairs on Sept. 1 bringing more than 10 years of experience at CSU-Pueblo as assistant registrar, graduation evaluator, and veterans educational benefits coordinator, as well as designation as a VA certifying official. She also brings five years of experience in veteran educational benefits at two other institutions, including serving as assistant director of Veteran and Military Student Affairs at the University of Colorado-Colorado Springs.

She will ensure the University remains compliant with the complexities of VA educational benefits and also coordinate veterans outreach and recruitment. Additionally, her office will oversee the newly created Veterans Services Center created on the campus.

VII. GRANTS and CONTRACTS – RECEIVED ONLY:

Student Affairs

Department of Social Work

Sponsor:	HHS ACYF Children’s Bureau (Denver Indian Family Resource Center: sub-award to CSU-Pueblo for evaluation of project)
Principal Investigator:	Mr. John Jewett (DIFRC)
Project Title:	Collaborative, Integrated, and Trauma-informed Services for Urban American Indian/Alaska Native Children Impacted by Parental Substance Abuse
Award Dates:	9/30/2013-9/29/2016
Amount:	\$ 226,365

Student Support Services

Sponsor:	Daniels Fund
Principal Investigator:	Mr. Gene Lucero
Project Title:	Daniels Fund Scholars Success Program
Award Dates:	8/2013-6/2014
Amount:	\$1,133

University Total Received: **\$ 227,498**

Section

8

Faculty and Student Representative Reports

**Report from Dr. Alexandra Bernasek, Faculty Representative from CSU –
Fort Collins to the Board of Governors**

October 3-4, 2013, Fort Collins

1. Summary of action items from the September 3, 2013 Faculty Council Meeting:

Note: There was not a lot of new business at this meeting. There were a number of announcements and reports presented. The main focus of the meeting was the Chancellor's address to Faculty Council. This was well received by the faculty and a number of faculty members mentioned how much they appreciated the Chancellor coming and speaking at the meeting. Information about the CSU South Metro initiative, the Venture Capital Fund, national and local issues in higher education and some pending CO legislative proposals were discussed among other things.

- a. There was one action item that had to do with the university's Repeat/Delete policy for undergraduates. It was proposed and approved to change the policy to allow students to repeat/delete 12 instead of 10 credits, leaving unchanged the number of courses they can repeat/delete at a maximum of three. The rationale for this change was to provide more equitable access to the policy particularly for life and physical science and engineering students who have more 4 credit course requirements.
2. Other things of note at CSU:
 - a. The 18th biennial Colorado International Invitational Poster Competition is running from Sept 13 through October 31, 2013. This is an internationally recognized competition that has been held at CSU for 34 years.
 - b. The Colorado AGRIBILITY project, a joint venture between Goodwill Industries and CSU Extension is preparing for a series of 8-10 workshops across the state of CO starting in November of 2013. The project is designed to provide assistance to CO famers and ranchers with disabilities. This highly successful on-going project is also looking to secure four more years of funding.
 - c. The newly founded Confucius Institute at CSU is enrolling children and adults in its first session of Chinese Language classes beginning this Fall 2013. The purpose of the institute is to promote education in the Chinese language and culture and to encourage dialogue on a range of topics related to China.
 - d. At his Fall Address the President announced a new initiative aimed at making CSU a desirable place for women to work and learn. The initiative launched a website rippleeffect.colostate.edu to encourage sharing and discussion of ideas about how to do that.

3. NEW on-going issues of interest to members of the faculty¹:
 - a. Salary compression between different ranks of the faculty. The necessity of raising entry-level salaries to compete with our peers and successfully recruit new assistant professors without significant merit raises and equity raises have meant that the salaries of many associate and full professors with significant experience are not appreciably higher than entry-level salaries. This creates problems for morale and for the more mobile members of the faculty difficulties with retention.
 - b. The status of the INTO initiative. In response to questions from a number of faculty members Faculty Council Executive Committee has organized for an update on INTO as a discussion item at the October Faculty Council meeting. The Director John Didier will be asked to present a comprehensive report including information on student success.
 - c. MOOCs and the process for approving them. As the MOOC phenomenon grows there is faculty interest in discussing and monitoring the offerings of MOOCs at the university. Larger issues related to how MOOCs fit with calls for more “cost effective” mechanisms for providing access to higher education are relevant to this discussion.
 - d. Faculty are interested in exploring what it would take for CSU to gain acceptance into the AAU. This would include a discussion of our strengths and weaknesses and where resources would likely need to be reallocated to move us toward AAU membership.
 - e. Adjunct faculty issues. There are a number of issues here. One has to do with improving the situation for adjunct faculty at CSU. Another has to do with departmental decision making in cases where adjunct faculty members outnumber tenure-track and tenured faculty. Still another has to do with the roles of adjunct versus tenure-track and tenured faculty in the institution. And of course there are many others.

¹ The idea that underlies this part of each of my reports is to compile a running list of issues that are of some on-going interest to the faculty. In this report I am building on the list in my August report. There may or may not be new items to add to the list for each report.

Board Report
Faculty Representative
October 4, 2013
Colorado State University-Global Campus

CSU-Global – a Faculty Perspective

Last meeting focused on five key reasons for “Why Global?” from a faculty perspective of:

1. Support – accessible support services for
2. Classes – 2 classes/ every 8 weeks
3. Faculty - Cross-utilization of faculty to meet student needs
4. Grading - 3-day grading window
5. Measurement - WayPoint auto-grading tool

October 2013 Focus: GRADING & FACULTY

1. Student Need & Faculty Response
 - a. Student need: 600+ new students every month
 - b. Projected 30-40% increase in faculty for FY 2014
2. Grading Options
 - a. Waypoint – auto-grading rubric
 - b. Manual – using grading rubric
3. Faculty Training
 - a. Classroom grading on first day (Mondays)
 - b. Assignments graded in 3 days (by Wednesdays)
4. Academic Integrity
 - a. All assignments > Turnitin (anti-plagiarism software)
 - b. Student sees report & has option to revise before final submission
 - c. Writing Center assistance & tutoring for those in need
5. Student Success
 - a. Student Success Team
 - b. At Risk student intervention and alert system

COLORADO STATE UNIVERSITY – PUEBLO
FACULTY REPORT
OCTOBER 2013

This report covers the highlights since the August 2013 Board of Governors meeting.

Faculty Senate

The 2013-2014 Faculty Senate has met twice this academic year. At the first meeting, committee assignments and elections were conducted, and preliminary agendas for the committees and the full senate were prepared.

At the second meeting the Senate considered the possibility of offering graduate students the option of “Continuous Registration.” All students admitted into a graduate program at Colorado State University-Pueblo are required to be continuously registered in the fall and spring semesters throughout their degree program. The policy applies from the time they first enroll through their graduation term. Students may fulfill the requirement by registering for any graduate credit-bearing course. As a new alternative, students may opt for Continuous Registration (CR) status. Registration for CR status is accomplished in the same way as registration for regular courses. Students registering for CR will be assessed a small fee for each semester of CR registration, but they do not enroll in classes. Departments with graduate programs sought this new alternative as a way to track students in the program that are not enrolled in courses.

The Senate through the Faculty Policies and Procedures subcommittee is investigating the possibility of “senior lecturer” status for lecturers. All our lecturers are presently on one-year, renewable academic appointments. Similar to the proposal passed last year by the Fort Collins campus, this proposal would permit the University the option to offer experienced and accomplished lecturers multiple year contracts. Additionally the proposal could include the possibility of allowing some lecturers to perform service activities and to be subject to a formal evaluation process.

The Senate also approved the revised Conflict of Interest form that faculty will submit at least once every year, and more often if circumstances demand.

Accreditation

As part of the new accreditation procedure created by the Higher Learning Commission of the North Central Association, each separately accredited institution must have a Quality Initiative. Last year campus focus groups developed many potential campus Quality Initiatives. This fall *Experiential Learning* was selected as the campus Quality Initiative. Experiential Learning expresses the campus' desire to establish CSU-Pueblo as an institution where every student has an experience like undergraduate research, student internships or service learning opportunities. These experiences foster better student retention, a richer learning environment and create connections with the local community. A center for community outreach and experiential learning are envisioned. This initiative dovetails nicely with the overarching theme of the new strategic plan: Student Success.

Program Review to Establish Priorities

In the ongoing effort to gain more insight into the CSU – Pueblo budgetary processes, and in particular to improve the PREP process, Dr. Robert Dickeson delivered a presentation titled *Prioritizing Academic Programs & Services: Reallocating resources to achieve strategic balance*. Dr. Dickeson is a higher education consultant, president emeritus of the University of Northern Colorado, former senior vice president of Lumina Foundation for Education, and author of the book *Prioritizing Academic Programs & Services: Reallocating resources to achieve strategic balance*.

General Education

Every year the General Education Board hosts a series of workshops around a common theme. The theme this year is *Sustainability*. The first workshop was “Thinking Beyond Green: Addressing Sustainability Through General Education” held on September 23. Sarah Spencer-Workman, Sustainability Education Specialist for CSU-Pueblo (funded by the PROPEL HSI-STEM grant) shared information on sustainability awareness and discussed ways to incorporate sustainability into the campus curriculum.

This year the general education of students will be assessed. The last assessment was in the fall of 2009. The assessment of general education outcomes uses the Critical Thinking Skills Assessment Test developed by the Center for Assessment & Improvement of Learning at Tennessee Tech University. Results from the 2009 test can be found at <http://www.colostate-pueblo.edu/Assessment/GeneralEducationAssessment/Pages/default.aspx> General information about the test is available at <http://www.tntech.edu/cat/home/>.

REV Radio Spots

With the assistance of Jen Mullin, this fall each academic program will create a thirty second promotion that will be aired on the REV radio station.

Retention Efforts

Consultant Teresa Farnum returned to campus on September 30 and October 1 to host the Second Annual Retention Planning Workshop. To prepare for this, Rick Kreminski, interim director of Institutional Research compiled updated data on student retention. The workshop goals were to review the efforts from last year, and to plan for the next steps.

Respectfully Submitted,

A handwritten signature in black ink that reads "Frank Zizza" followed by a horizontal flourish.

Frank Zizza, Ph.D.
BOG Faculty Representative

ASCSU Student Body President

Board of Governors October 2013 Report

Student Representative: Nigel Daniels

Colorado State University

Finance:

- Student Fee Review Board
 - The Student Fee Review Board is a board that consists of student representatives from all areas of campus, charged with assessing proposed student fees and increases for fee funded areas at Colorado State University. Each fee funded area is assigned a liaison to help articulate the need for particular increases to the student representatives and the final package is voted upon by the ASCSU Senate to be sent to President Frank as the student recommendation.*
 - Established a board of 15 ratified members, compiled of student representatives from both the ASCSU Senate and at large student representatives
 - Assigned liaison positions to different fee funded areas such as; Hawthorns, ASCSU, Slice, Off Campus Life, to name a few
 - Reviewed and approved the proposed bylaws for 2013-2014
- Board for Student Organization Funding
 - The Board for Student Organization Funding is a board compiled of student representatives to allocate funding to student organizations that request funding support. Every request must be submitted via an application and is subject to be reviewed by the board. This year there was \$200,000 from the ASCSU budget allocated to (BSOF) for funding.*
 - Established a board of 8 ratified members, compiled of student representatives
 - Being reviewing proposed applications for student organizations events
 - Reviewed and approve bylaws for 2013-2014
 - Conduct consistent presentations to student organizations at Slice Orientation training for student organization leadership
 - Total Allocated: \$0 of (\$200,000) Total Student Organizations Funded: 0 9/16/13

Community and Governmental Affairs:

- Transfort:
 - Continue working more closely with the city and Transfort to determine the specifics of the agreement for this upcoming year.
 - Worked with Transfort Leadership to negotiate earlier operation times for the fall concert event in August.
 - Continue conversations with the new Director of Parking and Alternative Transportation, Aaron Fodge to asses long term transportation changes at Colorado State University
 - Working to message changes that are occurring with bus routes affected by the construction on campus, particularly with route 3, 11, and the Gold Route.
 - Late Night Bus Route Statistics

Route	Green & Gold					
	August 2013		August 2012		Regular % Change	Senior/Disabled% Change
	Regular	Senior/Disabled	Regular	Senior/Disabled		
Gold-1	572	2	462	0	23.8%	N/A
Gold-2	709	0	429	0	65.3%	N/A
Green-1	250	1	214	0	16.8%	N/A
Green-2	255	2	184	0	38.6%	N/A
TOTAL	1,786	5	1289	0	38.6%	N/A
RIDER TOTAL	1,791		1,289		38.9%	

- Working with student leaders from other public universities in Colorado to compile a letter to send to Governor Hickenlooper and the Joint Budget Committee, in hopes of receiving additional funding for higher education through state appropriations.
- Held our annual City Council Roundtable discussion with student leaders and city council member. We were joined by the Fort Collins Mayor and other leadership to discuss student and university related issues.

Student Services:

- Homecoming
 - ASCSU is working with RamRide to plan this year's ASCSU's Alumni Homecoming event. This year we will be focusing on celebrating RamRide's 10th year anniversary and an opportunity to announce the new dispatch system in its entirety.
 - We will be working to create a float that fits into this year's theme of #StalwartRam to be presented during the Homecoming parade with the support of all students on campus

Marketing

- Student Organization Promotion
 - Working with Slice and student organizations to assist with promoting and getting participation from students to attend events
 - Assist student organizations with navigating through the fee process and applying for additional support and resources for their events
 - Working with campus to promote increased student involvement at all student organizations and student resource offices event

Environmental Affairs

- Bike to Breakfast
 - Working with the city of Fort Collins and the University to promote alternative transportation through encouraging the CSU community to bike to breakfast
 - Through partnerships and collaboration provide Snooze breakfast burritos and Mugs coffee to all those that bike to breakfast
 - Provided an opportunity to promote bicycle safety and education to the CSU community

University Affairs

- Committees
 - Working with the University to identify all the committees and areas students can be involved and/or sit as a voting member
 - Recruiting student participation from all areas of campus to work toward filling all the committee seats for students both at the University and with the City of Fort Collins
- Working with the Registrar's office to establish an easier way to navigate through reviewing the course evaluation for previous years. In addition to making the process easier, we are also working to put more of an emphasis on encouraging students to critically fill out the course evaluations at the conclusion of courses.
- Working with college councils to fill ASCSU student Senate seats to increase the perspective provided in student related issues. Also working collectively with the University to create an incentive for Senate participation through potentially creating a form of credit hour for senators.

Health

- Cam's Crew
 - Finished organizing and planning training
 - Hosted volunteer training with Dave Hurley (CSUPD) and Mike Katz (CRSCS) – 9/10
 - Worked with the Marketing Department to create Cam's Crew t-shirts for the CSUPD

- Tobacco
 - Working to design survey question design for Fort Collins smoking ordinance expansion survey
 - The Executive Director of Health has been working with Jan (LCDHE) about Fort Collins survey questions and strategy for presentation at public forum

RamRide

- Operating fully throughout the beginning of the semester and successfully assisting ASAP and Transfort to provide transportation at the conclusion of the fall concert.
- Preparing for the 10th Anniversary and the Homecoming event that will be focused on RamRide's accomplishments over the last years.
- Implementing the dispatch system in its full by October 10th

Nightly Operations Statistics 2013-2014

Date	# of Rides	# of People	# of Cars	Avg. Wait Time (mins)	# of Volunteers
8/29/2013	43	109	9	16	26
8/30/2013	145	391	10	16	24
8/31/2013	125	362	19	16	40
9/5/2013	31	68	3	60	10
9/6/2013	146	430	11	30	27
9/7/2013	73	237	7	60	19
9/15/2013	101	289	9	60	26

Best Regards,

Nigel Daniels, President

Associated Students of Colorado State University
 109 Lory Student Center West
 8033 Campus Delivery
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Student Representative's Report

Colorado State University-Pueblo

Vanessa M. Emerson

To begin the semester, I spoke at the “*On The Move*” announcement for the capital campaign and student convocation. I had the opportunity to attend candidate interview sessions and provide input for the Vice President for Student Services and Enrollment Management position. Our students participated in a tug-o-war at the Colorado State Fair against alumni which I am proud to say we were victorious! ASG had a table at the Student Involvement and Employment Festival to promote ASG and the USA Today Readership Program.

This month has been a time of organization and developing structure for our organization by setting goals and providing training for 25+ members of the CSU-Pueblo Associated Students' Government. I have also been meeting with President Di Mare, Provost Wright, Interim Dean Villani and ASG staff to establish effective communication.

- *Associated Students' Government Staff Appointed* – The Senate selected a Speaker, Speaker Pro Tempore and Parliamentarian. A Chief of Staff and directors of Public Relations, Information Technology, Student Affairs, Academic Affairs and Internal Affairs were appointed from a large pool of applicants. We had 56 applications that ranged from highly experienced individuals to those interested in learning what the position required. We narrowed this down after interviewing individuals with a hiring committee and then a one-on-one interview with the executive branch, which consisted of the vice president and me. The appointments were confirmed by the Senate.
- *Committee Appointments* – ASG members have been appointed to the following committees: University Library Board, University Budget Board, University Board on Diversity and Equality, Enrollment Management, Marketing Taskforce, Institutional Effectiveness Committee, Academic

Policies and Standards Board, Curriculum and Academic Programs Board, General Education Board, Information Technology Board, Student Fee Governing Board, Facility Fee Policy and Advisory Committee, Student Center Remodel Committee, Child Care Discount Program Fee Policy and Advisory Committee, Student Health Fee Policy and Advisory Committee, Student Recreation Center Operations Fee Policy and Advisory Committee, Student Center Fee Policy and Advisory Committee, Student Technology Fee Policy and Advisory Committee, Parking Advisory Committee, Athletic Board of Control, Alumni Board of Directors, Dining Services Advisory Committee, Campus Safety Committee, Pepsi Grant Committee, Student Academic Appeals Committee, Financial Aid Appeals Committee, Parking Appeals Committee, Student Organization Funding Committee, Web Steering Committee, Strategic Planning Taskforce, \$ALT, Web Steering Committee, as well as internal ASG committees (Student Affairs, ASG Affairs, Academic Affairs and External Affairs). The academic senators are meeting with their respective deans on Dean's Advisory Councils and have received training on the course and program fee review process. The academic senators, Director of Academic Affairs, vice president and I will meet with the Provost to discuss the process and timeline for course and program fees.

- Policies and Procedures – ASG reviewed and approved an addendum to the Student Organization Funding policy and assigned a taskforce to develop criteria and guidelines for distributing monies through a *Spirit Fund*.

- Student Fee Governing Board - The Board has begun meeting weekly beginning with an orientation for new members which included the CCHE policies and Institutional Plan for Student Fees and Charges. A fall schedule was developed to review the function and overall operations of each area funded by mandatory student fees to gain an understanding of each area's purpose, management and operations. Each fee funded area's annual financial report (including revenue and expenses) for the prior fiscal year will be reviewed to ensure compliance with the fee purpose. The functional purpose of this review is to:
 - A. Determine strategic student goals and needs
 - B. Ensure student needs are being fulfilled adequately
 - C. Ensure the governance structure for policy/advisory boards is followed
 - D. Review annual report and prior year revenue and expense(s)

The Board is reviewing reserve balances and credit hour/enrollment data, and will notify student fee funded operations of necessary budget adjustments.

- USA Today Readership Program – ASG is sponsoring this program through an allocation from the Student Affairs Fee and contributions from the Provost, LARC, academic deans and auxiliary services. The intended goal is to increase student awareness of local and national issues.

- Search and Screen Committees – I am serving on the search committee for the Director of Diversity and Vice President Weiner is serving on the search committee for the Dean of Student Life.

Section

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Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

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

COLORADO STATE UNIVERISTY SYSTEM CHANCELLOR'S REPORT

Board of Governors of the Colorado State University System
October 4, 2013

1. CSU-System Wide:

South Metro update: Dean Ajay Menon has been designated lead Dean on the South Metro implementation committee. Ron Segal will lead the Systems Engineering Certificate program. We also continue to support CSU's prospective participation in shaping the future of the National Western Center.

Online taskforce: The taskforce continues its work, I will share a report from Chair Lou Swanson.

Venture Capital Fund: 72 proposals were submitted for consideration. The President's reviewed all 72 proposals and recommended 23 for consideration by the entire committee and eight were awarded.

They were:

- Enterprise Student Partnership Program, a new venture from CSU in Fort Collins for \$496,465
- Colorado Policy Analytics and Learning Scale, a new venture from CSU-Global Campus for \$330,000
- CSU Local Government Collaborative, a new venture from CSU in Fort Collins for \$250,000
- Cultivating Colorado, a new venture from CSU in Fort Collins for \$157,000
- Integrated Planning and Advising Services, a joint new venture from CSU and CSU-Pueblo for \$83,368
- 4-H STEM Kits for Educators, an instructional project from CSU in Fort Collins for \$36,200
- Object Modeling System Curriculum, a research and instructional project from CSU in Fort Collins for \$30,000
- Emergent Ag Innovation Clusters, a new venture from CSU in Fort Collins for \$19,897

Summer Gathering on Collaboration: The event, organized and sponsored by the CSU System, to discuss collaboration across the entire "system" of higher education in Colorado was held on September 10, 2013 from 8-3:00 at the Denver Metro Chamber of Commerce. We had excellent participation from across the state and the speakers

we arranged we very well received. We also added a small reception for members of the House and Senate Education Committees to meet the speakers and convening committee since most were not able to attend the gathering on the 10th.

CSU and UTEP Water Initiative: We are working through the Colorado Water institute and CSU-Office of Engagement to form a water related partnership with the University of Texas-El Paso. The Business and Higher Education Forum has offered assistance in ongoing funding.

Access to Success (A2S): A2S is an initiative of the National Association of System Heads (NASH) in partnership with the Education Trust. The purpose is to close degree completion gaps for underrepresented (low-income and minority) students. Paul Thayer is our lead designee and he and representatives from each of our campuses and I attended a meeting in Baltimore September 11-12 which focused on the successes and challenges of improving student success and closing equity gaps.

Our team members were:

Paul Thayer (CSU System Liaison)
Alan Lamborn (CSU)
Rick Kreminski (CSU-Pueblo)
David Sweeley (CSU Global)

2. CSU-Pueblo:
Along with other activities this office has attempted to support Lesley, her team and local volunteers in launching their Capital Campaign.
3. CSU-Global Campus:
We continue to work with CSU-GC to maximize intra system collaboration and assist in adjusting to a dynamic on-line national market.
4. CSU Fort Collins:
Ongoing discussions focus on CSU-FC leadership continuing to expand System services to the Greater Denver area. There has been special emphasis on a CSU presence at a revitalized National Western Center as well as a collaborative educational venture in South Metro.
5. Community Engagement:
Attended the Denver Rustlers excursion to the State Fair. Presented the best young riders jersey at Beaver Creek as part of the USA Pro Challenge. Attended the Colorado Innovation Network gathering August 28-29.
6. Fundraising:
Along with supporting the CSU-Pueblo Capital Campaign I've devoted some attention to fundraising for our Excellence in Leadership Fund as well as some donor stewardship.
7. CSU System Government Affairs:

In conjunction with the Summer Gathering on collaboration we hosted members of the House and Senate Education Committee at a Reception on September 9th. We continue to meet one on one with legislators, particularly members of the Education Committees and attended Senator Nancy Todd's gathering related to the Community College proposed four year degrees. Hosted the Capital Development Committee and staff on the Fort Collins campus on September 17th.

Federal: September 5-7 visited with Washington DC and met with staff from Congressman Polis' office and a number of people in the department of Agriculture as well as APLU.

8. Denver Footprint: In addition to the South Metro presence efforts we met with leadership from the National Western Stock Show to see if there are potential opportunities for the CSU System to engage.

Section

10

System Wide
Discussion Items

FACT SHEET on the President's Plan to Make College More Affordable: A Better Bargain for the Middle Class

A higher education is the single most important investment students can make in their own futures. At the same time, it has never been more expensive. That's why since taking office, President Obama has made historic investments in college affordability, increasing the maximum Pell Grant award for working and middle class families by more than \$900, creating the American Opportunity Tax Credit, and enacting effective student loan reforms eliminating bank subsidies and making college more affordable.

However, despite these measures, college tuition keeps rising. The average tuition at a public four-year college has increased by more than 250 percent over the past three decades, while incomes for typical families grew by only 16 percent, according to College Board and Census data. Declining state funding has forced students to shoulder a bigger proportion of college costs; tuition has almost doubled as a share of public college revenues over the past 25 years from 25 percent to 47 percent. While a college education remains a worthwhile investment overall, the average borrower now graduates with over \$26,000 in debt. Only 58 percent of full-time students who began college in 2004 earned a four-year degree within six years. Loan default rates are rising, and too many young adults are burdened with debt as they seek to start a family, buy a home, launch a business, or save for retirement.

Today, President Obama outlined an ambitious new agenda to combat rising college costs and make college affordable for American families. His plan will measure college performance through a new ratings system so students and families have the information to select schools that provide the best value. And after this ratings system is well established, Congress can tie federal student aid to college performance so that students maximize their federal aid at institutions providing the best value. The President's plan will also take down barriers that stand in the way of competition and innovation, particularly in the use of new technology, and shine a light on the most cutting-edge college practices for providing high value at low costs. And to help student borrowers struggling with their existing debt, the President is committed to ensuring that all borrowers who need it can have access to the Pay As You Earn plan that caps loan payments at 10 percent of income and is directing the Department of Education to ramp up its efforts to reach out to students struggling with their loans to make sure they know and understand all their repayment options.

A Better Bargain for the Middle Class: Making College More Affordable

Paying for Performance

- Tie financial aid to college performance, starting with publishing new college ratings before the 2015 school year.
- Challenge states to fund public colleges based on performance.
- Hold students and colleges receiving student aid responsible for making progress toward a degree.

Promoting Innovation and Competition

- Challenge colleges to offer students a greater range of affordable, high-quality options than they do today.
- Give consumers clear, transparent information on college performance to help them make the decisions that work best for them.
- Encourage innovation by stripping away unnecessary regulations.

Ensuring that Student Debt Remains Affordable

- Help ensure borrowers can afford their federal student loan debt by allowing all borrowers to cap their payments at 10 percent of their monthly income.

- Reach out to struggling borrowers to ensure that they are aware of the flexible options available to help them to repay their debt.

PAY COLLEGES AND STUDENTS FOR PERFORMANCE

The federal government provides over \$150 billion each year in student financial aid, while states collectively invest over \$70 billion in public colleges and universities. Almost all of these resources are allocated among colleges based on the number of students who enroll, not the number who earn degrees or what they learn. President Obama's plan will connect student aid to outcomes, which will in turn drive a better, more affordable education for all students:

- **Tie Financial Aid to College Value:** To identify colleges for providing the best value and encourage all colleges to improve, President Obama is directing the Department of Education to develop and publish a new college ratings system that would be available for students and families before the 2015 college year. In the upcoming reauthorization of the Higher Education Act, the President will seek legislation allocating financial aid based upon these college ratings by 2018, once the ratings system is well established. Students can continue to choose whichever college they want, but taxpayer dollars will be steered toward high-performing colleges that provide the best value.
 - New College Ratings before 2015. Before the 2015 school year, the Department of Education will develop a new ratings system to help students compare the value offered by colleges and encourage colleges to improve. These ratings will compare colleges with similar missions and identify colleges that do the most to help students from disadvantaged backgrounds as well as colleges that are improving their performance. The results will be published on the College Scorecard. The Department will develop these ratings through public hearings around the country to gather the input of students and parents, state leaders, college presidents, and others with ideas on how to publish excellent ratings that put a fundamental premium on measuring value and ensure that access for those with economic or other disadvantages are encouraged, not discouraged. The ratings will be based upon such measures as:
 - Access, such as percentage of students receiving Pell grants;
 - Affordability, such as average tuition, scholarships, and loan debt; and
 - Outcomes, such as graduation and transfer rates, graduate earnings, and advanced degrees of college graduates.
 - Base Student Aid on College Value by 2018. Over the next four years, the Department of Education will refine these measurements, while colleges have an opportunity to improve their performance and ratings. The Administration will seek legislation using this new rating system to transform the way federal aid is awarded to colleges once the ratings are well developed. Students attending high-performing colleges could receive larger Pell Grants and more affordable student loans.
- **Engage States with a Race to the Top for Higher Education that Has Higher Value and Lower Costs:** The President requested \$1 billion in Race to the Top funding to spur state higher education reforms and reshape the federal-state partnership by ensuring that states maintain funding for public higher education. About three-quarters of college students attend a community college or public university, and declining state funding has been the biggest reason for rising tuition at public institutions. The Race to the Top competition will have a special focus on promoting paying for value as opposed to enrollment or just seat time. States typically fund colleges based on enrollment rather than on their success at graduating students or other measures of the value they offer. There are notable exceptions, like Tennessee, Indiana and Ohio, which fund colleges based on performance. To build on their examples, the President's plan would also encourage states to provide accelerated learning opportunities, smooth the transition from high school to college and between two- and four-year colleges, and strengthen collaboration between high schools and colleges.
- **Reward Colleges for Results with a Pell Bonus and Higher Accountability:** To encourage colleges to enroll and graduate low- and moderate-income students, the President will propose legislation to give colleges a bonus based upon the number of Pell students they graduate. And the Administration will prevent the waste of Pell dollars by requiring colleges with high dropout rates to disburse student aid over the course of the semester as students face expenses, rather than in a lump sum at the beginning of the semester, so students who drop out do not receive Pell Grants for time they are not in school.

- **Demand Student Responsibility for Academic Performance:** To ensure students are making progress toward their degrees, the President will also propose legislation strengthening academic progress requirements of student aid programs, such as requiring students to complete a certain percentage of their classes before receiving continued funding. These changes would encourage students to complete their studies on time, thereby reducing their debt, and will be designed to ensure that disadvantaged students have every opportunity to succeed.

PROMOTE INNOVATION AND COMPETITION

A rising tide of innovation has the potential to shake up the higher education landscape. Promising approaches include three-year accelerated degrees, Massive Open Online Courses (MOOCs), and “flipped” or “hybrid” classrooms where students watch lectures at home and online and faculty challenge them to solve problems and deepen their knowledge in class. Some of these approaches are still being developed, and too few students are seeing their benefits. The federal government can act as a catalyst for innovation, spurring innovation in a way that drives down costs while preserving quality.

To promote innovation and competition in the higher education marketplace, the President’s plan will publish better information on how colleges are performing, help demonstrate that new approaches can improve learning and reduce costs, and offer colleges regulatory flexibility to innovate. And the President is challenging colleges and other higher education leaders to adopt one or more of these promising practices that we know offer breakthroughs on cost, quality, or both – or create something better themselves:

- **Award Credits Based on Learning, not Seat Time.** Western Governors University is a competency-based online university serving more than 40,000 students with relatively low costs— about \$6,000 per year for most degrees with an average time to a bachelor’s degree of only 30 months. A number of other institutions have also established competency-based programs, including Southern New Hampshire University and the University of Wisconsin system.
- **Use Technology to Redesign Courses.** Redesigned courses that integrate online platforms (like MOOCs) or blend in-person and online experiences can accelerate the pace of student learning. The National Center for Academic Transformation has shown the effectiveness of the thoughtful use of technology across a wide range of academic disciplines, improving learning outcomes for students while reducing costs by nearly 40 percent on average. Carnegie Mellon University’s Open Learning Initiative has developed a hybrid statistics course used at six public universities, and its students performed as well as their peers in a traditional course in only 75 percent of the time. Arizona State University’s interactive algebra lessons helped students perform 10 percent better, despite meeting half as often, and at a lower cost. The University of Maryland redesigned an introductory psychology course, reducing costs by 70 percent while raising pass rates. New York’s Open SUNY initiative brings together every online program offered system-wide, helping students complete more quickly.
- **Use Technology for Student Services.** Online learning communities and e-advising tools encourage persistence and alert instructors when additional help is needed. Technology is enabling students from across campuses and across the world to collaborate through online study groups and in-person meet-ups. MOOC-provider Coursera has online forums in which the median response time for questions posed by students is 22 minutes. To help students choose the courses that will allow them to earn a degree as quickly as possible, Austin Peay State University has developed the “Degree Compass” system that draws on the past performance of students in thousands of classes to guide a student through a course, in a similar manner to the way Netflix or Pandora draw on users’ past experience to guide movie or music choices.
- **Recognize Prior Learning and Promote Dual Enrollment.** Colleges can also award credit for prior learning experiences, similar to current Administration efforts to recognize the skills of returning veterans. Dual-enrollment opportunities let high school students earn credits before arriving at college, which can save them money by accelerating their time to degree.

To help colleges innovate and improve quality and outcomes, the Administration will:

- **Empower Students with Information:** New college ratings will help students compare the value offered by different colleges. The Department of Education will enlist entrepreneurs and technology leaders with a “Datapalooza” to catalyze new private-sector tools, services, and apps to help students evaluate and select colleges. The effort will be

complemented by earnings information by college that will be released for the first time on Administration's College Scorecard this fall.

- **Seed Innovation and Measure What Works:** To demonstrate what works, President Obama has proposed a new \$260 million First in the World fund to test and evaluate innovative approaches to higher education that yield dramatically better outcomes, and to develop new ways for colleges to demonstrate that they are helping their students learn. In addition, the Department of Labor is planning to grant an additional \$500 million to community colleges and eligible four-year colleges and universities next year. A portion of these resources will be used to promote accelerated degree paths and credentials that would drive more high-quality and affordable options for adult workers and students. Through these efforts, the Administration will work with business and philanthropy to support industry partnerships to enrich student learning with valuable job exploration and experience.
- **Reduce Regulatory Barriers:** The Department will use its authority to issue regulatory waivers for "experimental sites" that promote high-quality, low-cost innovations in higher education, such as making it possible for students to get financial aid based on how much they learn, rather than the amount of time they spend in class. Pilot opportunities could include enabling colleges to offer Pell grants to high school students taking college courses, allowing federal financial aid to be used to pay test fees when students seek academic credit for prior learning, and combining traditional and competency-based courses into a single program of study. The Department will also support efforts to remove state regulatory barriers to distance education.

Finally, the President will challenge leaders in states, philanthropy, and the private sector to make their own commitments to improve college value while reducing costs. For example, states can redesign the transition to postsecondary education and commit to strategies to improve student learning and enhance student advising, such as hybrid learning pilots, adaptive learning platforms, and digital tutors. Philanthropists can create initiatives, pilots and prizes for colleges that advance competency-based education, accelerated degrees, and the integration of new technologies into on-campus teaching and learning. Investors and entrepreneurs can directly support and develop new technologies and innovations that accelerate student learning while evaluating the effectiveness of different approaches. And employers and industry groups can collaborate with postsecondary institutions and new providers to develop high-quality, low-cost degrees in growing sectors of the economy, offer work-based learning experiences to students, and hire graduates who demonstrate the knowledge and skills employers need.

ENSURE STUDENT DEBT IS AFFORDABLE

While bringing down costs for current and future college students, President Obama will also help students with existing debt to manage their obligations. Income-driven repayment plans allow borrowers to take responsibility for their federal student loan debt with more flexible repayment terms, while helping professionals like teachers and nurses who take on critical jobs in our society that require significant education but may result in modest salaries. These plans allow students to fully repay their student debt on a sliding scale that adjusts monthly payments based on changing income and growing families. Nearly two-thirds of people that currently participate in the income-driven repayment plans make less than \$60,000 a year. Currently, over 2.5 million of 37 million federal student loan borrowers are benefitting from income-driven plans.

- **Make All Borrowers Eligible for Pay As You Earn:** To make sure that students and families have an easy-to-understand insurance policy against unmanageable debt now and in the future, the President has proposed allowing all student borrowers to cap their federal student loan payments at 10 percent of their monthly income. Currently, students who first borrowed before 2008 or have not borrowed since 2011 are not eligible for the President's Pay As You Earn plan. In addition, the Administration will work with Congress to ensure that the benefits are targeted to the neediest borrowers.
- **Launching an Enrollment Campaign for Pay As You Earn:** Beginning this fall, the Department of Education will contact borrowers who have fallen behind on their student loan payments, undergraduate borrowers with higher-than-average debts, and borrowers in deferment or forbearance because of financial hardship or unemployment to ensure they have the information they need to choose the right repayment option for them. Starting in 2014, the Department of Education and the Department of Treasury will work to help borrowers learn about and enroll in Pay As You Earn and Income-Based Repayment plans when they file their taxes. And to assist guidance counselors and other advisers who guide students through the process of selecting and financing their higher education, the Administration will launch a "one-stop shop" that will include important resources for choosing among various income-driven repayment options.

Section

11

Board Meeting Evaluation

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Appendix

Board Correspondence

CSUS Board of Governors Correspondence Received 9/20/13 - 10/2/13

<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response Sent</u>
9/25/2013	letter	Lockheed Martin	South Metro Initiative	
9/26/2013	email	Linda Vrooman	CSU stadium	
9/27/2013	email	Scott Hall	CSU stadium	9/27/2013
9/28/2013	email	Linda Vrooman	CSU stadium	9/30/2013
9/29/2013	email	Bob Vangermeersch	BOG meeting agenda	9/30/2013



September 20, 2013

Colorado State University Board of Governors
Colorado State University System
410 17th Street, Suite 2440
Denver, CO 80202

Dear Colorado State University Board of Governors:

We are working closely with local business groups including the South Metro Denver Chamber and Colorado's institutes of higher learning to prepare our future workforce for the challenges ahead. Lockheed Martin has close working relationships with several Colorado Universities, including CSU – Fort Collins, and greatly appreciates the CSU System's efforts to help educate the Colorado Workforce.

An unmet need exists for educated workers in Colorado, particularly in the engineering, energy, healthcare and general business fields. The future success of our nation, state, and region depends on our ability to produce professionals with good interpersonal and communication skills who will become the industry leaders of tomorrow.

To help ensure our Nation's long-term economic competitiveness, we support Colorado State University's desire to establish a full 4-year Campus in the South Metro Denver area. We encourage the Colorado State University System to consider including a Cooperative Education model similar to those of Waterloo and Northeastern Universities, both examples of how education can partner with local business and industry to create a future workforce ready to lead our nation to greater prosperity.

Though it remains to be seen if this campus and its programs would benefit the workforce of Lockheed Martin specifically, it is clear that more STEM educational opportunities in this part of the metro area would benefit the economy and workforce as a whole.

Sincerely,

A handwritten signature in black ink that reads "Armando Luis Castorena".

Armando Castorena
Vice President, Human Resources
Lockheed Martin Space Systems Company

ALC/kvf

cc Joe Rice, Jeanette Alberg, Brett Tobey, Ed Sedivy, Steve Hatch

Teufel, Sharon

From: linda vrooman <lgv61@icloud.com>
Sent: Thursday, September 26, 2013 5:33 PM
To: Tony Frank; CSUS Board
Subject: CSU PROPOSED STADIUM

Dear Dr. Frank and CSUS Board of Governors Members:

Please read the following September 26, 2013, Wall Street Journal article, titled:

Declining Student Attendance Hits Georgia - At Campuses Across the County, More Reasons Than Ever to Skip the Game -

http://online.wsj.com/article/SB10001424052702304795804579097223907738780.html?mod=WSJ_hpp_LEFT_TopStories

This is not news to those of us who have tried to educate ourselves about this behemoth threatening the center of our beloved city. Dr. David Ridpath, Jay Coakley, Dr. Andrew Zimbalist and other experts in their fields of sports and economics have been predicting the above headline as the future.

It is obvious to those of us who are concerned about the proposed on-campus stadium that the people who should be most informed and most open to hearing both sides of the issue, have refused opportunities to listen or take part in dialog.

Were you aware that respected sports economist Dr. Andrew Zimbalist spoke in Fort Collins on Monday, September 23, to an estimated crowd of over 200 people? You were sent invitations and there was no response.

Power point presentations challenging the proposed financial numbers of the paid consultants have been seen by groups around Fort Collins. At each showing the question is asked, "Have Tony Frank and Jack Graham seen this information?" Each time the answer is no - it has been offered but they, and the BOG, have declined.

Of all of those involved in this decision, shouldn't representatives of the education system, where free thinking and debate are revered, be the first to read and see all of the details about the costs and risks?

Please allow yourselves to hear arguments against this stadium. Please do not just rely on information "fed" to you by those who have everything from egos to checkbooks on the line to get this thing built.

Oh, by the way - re: the WSJ article. Throwing more millions into better cell phone reception isn't going to be the answer.

Thank you for your time,

Linda Vrooman
P. O. Box 1328
Fort Collins, CO 80522

Teufel, Sharon

From: CSUS Board
Sent: Friday, September 27, 2013 9:51 AM
To: Kristi Hall
Subject: RE: Proposed football stadium

Dear Mr. Hall,

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the issue of a proposed on-campus stadium at CSU in Fort Collins. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

From: Kristi Hall [mailto:kristi_hall@hotmail.com]
Sent: Tuesday, April 30, 2013 7:32 AM
To: CSUS Board
Subject: Proposed football stadium

Dear Board of Governor members,

I will not be able to attend the upcoming BOG meeting, so I would like to take this opportunity to show my support for the proposed on campus stadium. In my opinion, this project is critical in advancing both athletics and alumni support.

Having attended games at universities with on campus stadiums, such as CU, Nebraska, Arizona and Arizona State, I have found the atmosphere at these stadiums to be much greater than at Hughes Stadium. It's really hard to put your finger on it unless you have actually attended a game at an on campus venue, but there really seemed to be a higher sense of connectivity and pride amongst the students, alumni and fans of each institution.

I believe the City of Fort Collins would experience an economic boost with an on campus stadium, especially in the hospitality industry. When the Mason Street Corridor project is completed, it will provide a much easier access to campus. Hughes stadium is dated and disconnected from both the campus and the community.

As a proud alum and season ticket holder for both football and men's basketball, I encourage all of you to see the benefits of having a stadium on campus. It's the right thing to do!

I appreciate your time.

Best regards,

Scott Hall

Teufel, Sharon

From: CSUS Board
Sent: Monday, September 30, 2013 11:10 AM
To: linda vrooman
Subject: RE: A MUST READ

Good morning, Ms. Vrooman:

This acknowledges receipt of your email that will be shared with the Colorado State University System Board of Governors,

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

From: linda vrooman [<mailto:lgv61@icloud.com>]
Sent: Saturday, September 28, 2013 12:22 PM
To: CSUS Board
Subject: A MUST READ

Colorado State University Bets on a Stadium to Fill Its Coffers

FRONT PAGE STORY IN WALL STREET JOURNAL, WEEKEND EDITION ON NEWSSTAND TODAY.

What is the most interesting to read are the comments - all of them. You will read over and over the arguments that the Save Hughes (SOSH) group have been making since the inception of this idiotic on-campus stadium idea was hatched. WSJ readers from throughout the country have added their voices.

Thank you,
Linda Vrooman
Fort Collins, CO.

Teufel, Sharon

From: CSUS Board
Sent: Monday, September 30, 2013 12:40 PM
To: bobvangermeersch@aol.com
Subject: RE: agenda and schedule for the Oct 3 and 4 meeting

Good afternoon, Mr. Vangermeersch:

The meeting agenda will be posted on the Meetings and Agendas page of the Colorado State University System website (<http://www.csusystem.edu>) with the public notice at least 24 hours in advance of the CSUS Board meeting. The regular Board meeting on Friday, October 4th, will be held in the Grey Rock Room in the Lory Student Center and will begin at 9:00 a.m. with Public Comment as the first agenda item.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

From: bobvangermeersch@aol.com [<mailto:bobvangermeersch@aol.com>]
Sent: Sunday, September 29, 2013 1:03 PM
To: CSUS Board
Subject: agenda and schedule for the Oct 3 and 4 meeting

Dear Board
Please email me the meeting agenda and time/place for public comment for the CSU board meeting on Oct. 3 and 4.
I assume that public comment is at 0800 on the 4th. How much time do we have?
We appreciate your help.
Regards
Bob Vangermeersch
970-223-0493
Save Our Stadium Hughes

Teufel, Sharon

From: CSUS Board
Sent: Monday, September 30, 2013 12:40 PM
To: bobvangermeersch@aol.com
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Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
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We appreciate your help.
Regards
Bob Vangermeersch
970-223-0493
Save Our Stadium Hughes

CSUS Board of Governors Correspondence Received 8/2/13-9/19/13

<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response Sent</u>
8/2/2013	letter	Merrick & Company	South Metro Initiative	received at 8/2/13 BOG mtg
8/2/2013	letter	Centennial Airport	South Metro Initiative	received at 8/2/13 BOG mtg
8/2/2013	letter	CH2M HILL	South Metro Initiative	
8/2/2013	letter	Dr. Alvin Rivera	CSU-Pueblo Foundation	received at 8/2/13 BOG mtg
8/4/2013	email	Hitomi Oshima	name of former Board Chair	8/6/2013
8/11/2013	email	Chuck Minks	CSU stadium	8/13/2013
8/19/2013	email	Frank Stermitz	CSU stadium	8/26/2013
8/28/2013	email	Jennifer Lorensen	CSU-Pueblo entertainment	8/29/13 by CSU-Pueblo
8/29/2013	email	SOSH	presentation	
9/1/2013	email	Chuck Minks	CSU stadium	9/3/13 by President Frank
9/2/2013	email	Tom Linnell	presentation	9/13/2013
9/3/2013	letter	David Cantor	animal science programs	
9/17/2013	email	Dennis Turner	commitment to veterans	9/19/2013



Merrick & Company
2450 South Peoria St.
Aurora, CO 80014-5475
Tel: 303-751-0741
Fax: 303-751-2581
www.merrick.com

August 1, 2013

Dear Colorado State University Board of Governors,

We are working closely with the South Metro Denver Chamber and Colorado's institutes of higher learning to prepare our future workforce for the challenges ahead. As such, we must ensure that South Metro Denver continues to be at the forefront of educational opportunities in this region.

An unmet need exists for educated workers, particularly in the engineering, energy, healthcare and general business fields. Our future success depends on our ability to produce professionals with good interpersonal and communication skills who will become the industry leaders of tomorrow.

To ensure our long-term economic competitiveness, we enthusiastically endorse the establishment of a full 4-year Colorado State University Campus in the South Metro Denver area. Many large employers are currently compelled to import their workforce from other states as Colorado is not producing enough college graduates, particularly in the STEM and healthcare related fields.

We further urge the Colorado State University System to include a Cooperative Education model similar to those of Waterloo and Northeastern Universities, both shining examples of how education can partner with local business and industry to create a future workforce ready to lead our nation to greater prosperity.

Merrick has a 500-person engineering firm with headquarters located in Greenwood Village. We are always looking for top talent. To ensure we identify the top talent, we have a robust engineering internship program where we draw from the local universities including Colorado State (Ft. Collins campus). We hire about 33% of our interns on a full time basis following graduation. Additionally, we frequently hire entry level engineers and would welcome the opportunity to recruit from the population attending a nearby campus.

Sincerely,

Deborah R Norris
VP Human Resources



August 1, 2013

Dear Colorado State University Board of Governors,

Centennial Airport has been working closely with the South Metro Denver Chamber of Commerce and Colorado's institutes of higher learning in preparing our future workforce for the challenges ahead. We support over 7,200 mostly skilled employees with a combined payroll in excess of \$427 Million annually. They and their families are highly motivated individuals who find the choices in traditional accredited universities in the South Metro area sorely lacking. As such, we are interested in pursuing the establishment of an institute of higher learning in our overlooked region.

As a major employer in the region, we have a need for educated workers, particularly in the sciences, engineering, aerospace, healthcare and business management fields. The success of our many companies including cleared contractors, depend on our ability to produce the next wave of professionals. Equally important is the cadre of existing professionals who wish to enhance their current skills or broaden their education with new or advanced degrees but are gainfully employed and are looking for a conveniently located but fully accredited school to further their careers.

To ensure our long-term economic competitiveness, we enthusiastically endorse the establishment of a Colorado State University Campus in the South Metro Denver area. The South Metro area is a vibrant demographic with over 6,000 businesses producing 27% of the State's GDP. Locating here is not only a good business proposition for the region but it is tremendous business opportunity for a university with the caliber and talent of CSU willing to invest locally.

Please do not hesitate to contact me should you have any questions and thank you for your consideration of our area.

Respectfully Yours,

A handwritten signature in blue ink, appearing to read 'R. Olislagers', is written over a horizontal line.

Robert P. Olislagers, Ph.D.
Executive Director

cc: John Brackney, President & CEO, South Metro Denver Chamber of Commerce



CH2M HILL
9191 South
Jamaica Street
Denver, CO
80112

August 2, 2013

Dear Colorado State University Board of Governors,

We believe the business community would benefit from an increased presence of Colorado's institutes of higher education in the South Metro Denver area to help prepare our future workforce for the challenges ahead.

As an international engineering and program management company headquartered in Douglas County, Colorado, CH2M HILL knows first-hand the need for educated workers in the engineering, energy and general business fields. To stay competitive in the global markets we serve, it is critically important for us to cultivate our professionals so we can maintain our edge. Access to continuing education and professional development is an important factor in our success around the world and maintaining a strong base in Colorado.

We strongly support the establishment of a Colorado State University campus in the South Metro Denver area. Many large employers are currently compelled to import their workforce from other states as Colorado is not producing enough college graduates, particularly in STEM-related fields.

In addition, we see the potential for cooperative education opportunities with Colorado State University (CSU) or other Colorado institutes of higher education based in South Metro Denver. We have worked with CSU on several research projects and appreciate the relationships we have with the University's staff and administration. If CSU moves forward with plans to develop a campus in South Metro Denver, we only see those ties increasing.

Please feel free to contact us directly if you would like to discuss our support to bring additional higher education facilities to the South Metro Denver area.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Madia".

John Madia
Chief Human Resources Officer
CH2M HILL

A handwritten signature in black ink, appearing to read "Terry A. Ruhl".

Terry Ruhl (CSU, BS 1988)
President,
Transportation Business Group
CH2M HILL

A handwritten signature in black ink, appearing to read "Patrick O'Keefe".

Patrick O'Keefe (CSU, BA 1992)
Senior Vice President,
Corporate Affairs
CH2M HILL

August 2, 2013

Madam President Horrell, Distinguished Board Members & Chancellor Martin,

My name is Alvin Rivera. It is unusual that I feel compelled to discuss my resume in a *Public Forum*, but it may be necessary in this case. I am a Colorado State University-Ft. Collins Alumnus, a current resident of Pueblo and a member of the CSU Alumni, as well as a contributor to CSU activities. Graduating from CSU, DU and CU-Boulder enabled me to work in several colleges and universities in many states and in Washington, D. C. at the National Research Council's National Academy of Sciences, and in two U.S. Presidential Administrations.

I am retired and spend a good deal of time doing the things that interest me. My purpose in addressing you is to call attention to the issues I have confronted with the CSU-Pueblo Foundation, and the unresponsiveness of the CSU-Pueblo administration.

No one needs to tell you CSU-Pueblo is a Hispanic Serving Institution (HSI). At the same time, I have learned that the CSU-Foundation has no Hispanic members on its Board of Trustees. If my information is correct, **this will not stand and there must be a change**. That is clearly the issue. Along the way, I have dealt with delay after delay to check if this information is accurate.

President Leslie Di Mare said the CSU-Foundation is separate. Yet, is it right next door to the President's Office and the CSU-Foundation website is the CSU-Pueblo website. Come on, who is kidding whom? That being the case, CSU-Pueblo has to own up to its lack of oversight and failure to have at least 6-7 Hispanic Trustees on the CSU-Pueblo Foundation Board. To have no Hispanic Trustees is totally unacceptable.

On this matter, I **wrote President Horrell and Chancellor Martin** (July 19, 2013). In order that we are all on the same page, the letter is attached to this testimony. Chancellor Martin is looking into the matter.

The fact that I had to write several Open Letter Requests to get information is highly discouraging given my active involvement with the University System. Is this what other ordinary citizens experience when seeking to get information from the university? If it is, the university system needs to work on being more consumer friendly. I have ideas in this regard but time is limited on this forum. We need more higher education allies, not fewer, given the political climate today.

I know things in all public institutions take time to change. I know this because my life has been spent in and around these institutions. In thirty days, I will assess the situation again. Then, I will be taking further action if the situation does not change in significant ways.

As a patriotic American and concerned advocate for higher education interests, I will not be content until the institutions that provided me a quality education (including CSU) is doing the same for our younger generations. Not having Hispanics on the CSU-Pueblo Foundation Board of Trustees is a step in the wrong direction.

The fact that CSU-Pueblo is a HSI institution is even more shameful. We need to change this immediately; and, I will be monitoring the progress and considering what additional external steps are necessary to ensure equal justice is served in higher education on this campus.

In conclusion, from my brief talks and from the body of work done by **Chancellor Michael Martin and President Tony Frank**, I am confident that they know the history of Land Grant Colleges and they have dedicated their lives to improve universities like CSU. Thank you both! Likewise, **President Leslie Di Mare** is well intentioned, but needs the authority to do her job, including authority over the CSU-Pueblo Foundation.

Hispanic Serving Institutions (HSI) are the new Land Grant Colleges intended by the Morrill Act, signed by President Abraham Lincoln on July 2, 1862. Now, we need the leadership of the CSU-Board of Governors to address the issues I have put before you. Thank you.

Alvin Rivera
adriviera@aol.com
719-566-0069



Alvin D. Rivera, Ph.D.

10 Sepúlveda Dr.
Pueblo, CO 81005

(719) 566-0069
e-mail: adrivera@aol.com

July 19, 2013

Michael V. Martin, Ph.D.
Chancellor, Colorado State University System
410 17th Street, Suite 2440
Denver, Colorado 80202

Dorothy Horrell, Ph.D.
President, CSU-Board of Governors
410 17th Street, Suite 2440
Denver, Colorado 80202

Dear Chancellor Martin & President Horrell,

In way of introduction, I am a Colorado State University-Ft. Collins Alumnus, a current resident of Pueblo and a member of the CSU Alumni, as well as a contributor to CSU activities.

I learned of several concerns that I wish to bring to your attention if you are not informed about them. They are concerns about the CSU-Pueblo campus and the CSU-Pueblo Foundation, with the latter physically located next door in the same building to the CSU-Pueblo President's office.

After a May 2013 meeting I had with President Leslie Di Mare, I made a \$100 donation. Soon after, I received a CSU-Foundation Newsletter (Spring, 2013, Vol. 3, issue 1). In reviewing the Board of Trustees, I noticed none of the members listed was Hispanic, except one, who died several months earlier. Since then, I have been trying to see if this information is correct. In fact, it has been necessary to file Open Records Request (dated May 24, May 16 and July 4, 2013) to secure the information. Here is what I found out, and frankly **it is unacceptable if the information is correct.**

- 1) On several accounts, from President Leslie Di Mare, her assistant, Trisha M. Macias, and CSU-Pueblo Foundation Chairman Dan DeRose, each indicated that CSU-Pueblo Foundation is separate from CSU-Pueblo. Therefore, according to President Di Mare, we don't engage in their business, they are separate.
- 2) Further, CSU-Pueblo Foundation Chairman Dan De Rose wrote, "We do not keep records of the race or ethnicity of our board members. Therefore, I cannot answer your questions." (May 24, June 6 and an undated letter written by Dan DeRose).

In an attempt to secure additional accurate information, on June 18 I called Chancellor Martin's office, and spoke with **Ms. Melanie Geary**, Executive Assistant to Chancellor Martin. Also, I sent her an email which outlined the pertinent letters sent (to her) via the U.S. Mail of inquiries to both CSU-Pueblo and CSU-Pueblo Foundation and their responses. Ms. Geary promised to call back (or "someone will call you") with answers to your questions. No one called. I called her two weeks later and Ms. Geary said she was waiting for a response. Last week, (week of July 8) I spoke with **Ms. Sharon Teufel**, Executive Assistant to the Board of Governors, asking her to ask Ms. Geary to call me or I would have to bring this matter to the CSU-Board of Governors. No response has been received to date.

So, let me cut to the chase, in my email to Ms. Geary, I asked how it could be possible not to keep a record of the race or ethnicity of CSU-Pueblo Foundation board members since, as I pointed out, CSU-Pueblo is a public university and Hispanic Serving Institution (HSI) and the CSU-Pueblo Foundation gives money to only CSU-Pueblo Students or, at least, that's my understanding. Given this consideration, how is it that the CSU-President, Leslie Di Mare, can claim to be uninvolved with the CSU-Pueblo Foundation and her office is next door?

When I first spoke (late May) with the Foundation Chairman, Mr. De Rose, at the beginning of this process, he indicated that no one [clearly implying Hispanics, since that was the matter of inquiry] could be appointed because appointments could only be made when vacant positions become available. Given the fact that no Hispanics are on the CSU-Pueblo Foundation Board and CSU-Pueblo is a Hispanic Serving Institution (HSI), **this will not stand.**

In any event, this situation needs your attention promptly. I am losing patience and I am disappointed with the CSU leadership at this time and on this issue. Moreover, if it continues, I will, as a matter of conscience, be forced to take steps involving the federal government since the evidence of mismanagement, misrepresentation and possibly misuse of funds appears evident at this writing—given the lack of transparency and the lack of full disclosure. Thank you.

Peace,

Alvin D. Rivera, Ph.D.
CSU Alumnus

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, August 06, 2013 4:13 PM
To: hitomi oshima
Subject: RE: Question about chair of the board in 2007

Mr. Oshima,

In response to your request for information on the 2007 Board Chair, the Chair of the Board of Governors in 2007 was Doug Jones.

Sincerely,

Sharon Teufel

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

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From: hitomi oshima [<mailto:hitomichiro@gmail.com>]
Sent: Sunday, August 04, 2013 12:39 AM
To: CSUS Board
Subject: Question about chair of the board in 2007

To whom concerns,

My name is Hitomi Oshima. I graduated from OT dept in 2007. I am now in the process of translating my all documents to apply for OT license in Japan.
I would like to know the name of the chair of the board in 2007. I can see the signature on the degree but I can not read the name.
If you can tell me it will be a great help.

Thank you.

Hitomi Oshima
hitomichiro@gmail.com

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, August 13, 2013 9:06 AM
To: Chuck Minks
Subject: RE: Economy.docx

Mr. Minks,

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the issue of a proposed on-campus stadium at CSU in Fort Collins. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

From: Chuck Minks [<mailto:blueskydude@centurylink.net>]
Sent: Sunday, August 11, 2013 11:11 AM
To: CSUS Board
Subject: Economy.docx

Dear Members of the Board,
Thought you might find this of interest.
When looking at the big picture for college football there is the potential for a lot of uncertainty.
If this transcript has any merit at all and the message gets any traction even in the next ten years, college football will certainly suffer.
The Universities responsibility for the health and welfare of student athletes should be first and foremost without exception.
The Board of Governors needs to do their Due Diligence on the new stadium issue. STOP IT.
Regards, C Minks

CNN GPS Transcript

Should College Football Be Banned?

Aired July 21, 2013 - 10:00 ET Aprox. 15 minutes of discussion.

THIS IS A RUSH TRANSCRIPT. THIS COPY MAY NOT BE IN ITS FINAL FORM AND MAY BE UPDATED.

FAREED ZAKARIA, CNN HOST: This is GPS, the Global Public Square. Welcome to all of you in the United States and around the world. I'm Fareed Zakaria. Malcolm Gladwell, pleasure to have you on.

MALCOLM GLADWELL, STAFF WRITER, "THE NEW YORKER": It's good to be back.

ZAKARIA: What got you interested in football?

GLADWELL: Well, I -- I mean, for starters, I'm a football fan. And so I have -- but recently I've become aware of how like many people, of how morally problematic being a football fan has become.

ZAKARIA: Why? What did you start noticing?

GLADWELL: Well, it became -- all of this stuff on the some neurological consequences of -- potential neurological consequences of playing football has started to bubble up in the last couple of years and that adds to a whole series of other concerns that have been around for much longer, which is that playing football at an elite level, in college or at the pro level, has all kinds of long-term health consequences. We know from doing long-term epidemiological studies that there's a rate of injury, a rate of disability, a rate of early death. All these kinds of things that are associated with both the massive weight gain and also the consequences of banging into each other on the field over and over again. Added to that now, there is all of this, I think, powerfully suggestive evidence that some portion of football players are going to come down with a serious degenerative neurological disorder known as CTE, which is directly the consequence of being hit in the head repeatedly over the course of playing football. And at a certain point you have to ask yourself as a fan or as anyone who is in any way connected to football, is that -- is it appropriate in the modern day and age for us to support and participate in a game that has such a serious risk of physical harm to its players?

ZAKARIA: You compare football to dog fighting. Why?

GLADWELL: Yeah, I did a piece for the "New Yorker" a couple of years ago where I said this was at the time when Michael Vick was convicted of dogfighting. And to me that was such a kind of -- and the whole world got up in arms about this. How could he use dogs in a violent manner, in a way that compromised their health and integrity? And I was just struck at the time by the unbelievable

hypocrisy of people in football, for goodness sake, getting up in arms about someone who chose to fight dogs, to pit one dog against each other. In what way is dogfighting any different from football on a certain level, right? I mean you take a young, vulnerable dog who is made vulnerable because of his allegiance to the owner. And you ask him to engage in serious, sustained physical combat with another dog under the control of another owner, right? Well, what's football? We take young -- take young boys essentially and we have them repeatedly over the course of the season smash each other in the head, right? With known neurological consequences. And why do they do that? Out of an allegiance to their owners and their coaches and a feeling they're participating in some grand American spectacle. They're the same thing. And the idea that as a culture we would be absolutely quick and sure about coming to the moral boiling point over the notion that you would do this to dogs and yet completely blind over the notion you would do this to young men is to my mind astonishing. So there was a certain point where I just said, you know, we have to say enough is enough.

ZAKARIA: And describe the neurological damage. Because you can see there are these studies, and you're right, they have proliferated, certainly in the last five years we have critical massive studies.

GLADWELL: Yes. So what we have begun to do is it starts -- there is a condition known as CTE, which is -- was seen first in boxers and now has been seen in football players. Basically it's been seen in any situation where people are repeatedly subjected to blows to the head. The difficulty with CTE is that it is at the present time can only be diagnosed upon autopsy. So we have no idea what percentage of living former boxers or present boxers or football players or hockey players are carrying around this kind of degenerative neurological disorder. It is a disorder which is similar but not identical to Alzheimer's. The difference being it has a different neurological consequence. It affects the brain in a different way. And it seems to be much more aggressive. So you can see neurological degeneration in ex-football players starting in their 40s or even their 30s. We've seen it in football players who were as young as 20 or 21. We've seen it in teenagers. There appear to be some percent of the population that appears to be especially susceptible to it. So you and I could both play football, could both be hit on the head 10,000 times and you could be totally fine and I could suffer from this horrible condition in my 30s. So, you know, and that's why when we see it in teenagers, we know that there must be an extreme form of susceptibility, which means that you only need to be hit on the head, you know, a relatively small number of times before you begin to show these symptoms.

ZAKARIA: And then you add to CTE, as you said, the other physical damage that having these very large, you know, almost deliberately bulked up people crashing into each other.

GLADWELL: Not almost ...

(CROSSTALK)

GLADWELL: You can't play offensive lineman in the NFL now unless you are well over 300 pounds. We see linemen who are now 350 pounds. Well, these are people whose natural weight is probably 200, 210. So we're adding 140 pounds of playing weight over the course of five and ten years. We're starting in high school. There are now high school offensive and defensive linemen who are north of 300 pounds. The long-term health consequences of that kind of extraordinary weight gain in your

teens and 20s are known and devastating. I mean you would -- if I were to say to you I would like to take your children and I would like to double their weight over the course of the next five years so they can play a game, what would your reaction be? You would say that's insane, right? Why would I do that to my child? And yet we're doing this routinely.

ZAKARIA: We're going to talk about what we can do about this in a realistic manner when we come back.

More with Malcolm Gladwell when we come back.

(COMMERCIAL BREAK)

ZAKARIA: And we are back with Malcolm Gladwell, who wants college students to start boycotting football games. How can institutions of higher learning devoted to the building up of the human mind be at the same time encouraging a sport that we now know, he says, destroys the human brain?

You gave a speech at the University of Pennsylvania that's become a kind of Youtube sensation.

(BEGIN VIDEO CLIP)

GLADWELL: What level of proof do we need about that ...

(END VIDEO CLIP)

ZAKARIA: What did you -- what did you say in that speech?

GLADWELL: Well, I was invited to give this talk to the undergraduates about the subject of proof. And so I gave a talk which said how much proof do we need about the dangers of some activity before we act? And my argument was that there are times when our demand for proof is inappropriately high. When something that we're doing is not essential, it should only take the suspicion of some kind of harmful consequence for us to stop doing it. And I said to them, look, football, college football at a place like Penn fits that definition. You don't need a lot of proof, a lot of evidence about the potential risks of football for the kids at Penn playing football to stop playing it. There's no reason to play a dangerous, violent game at the University of Pennsylvania, right? I mean this is not a school that defines itself by its athletic prowess. It's not a school that depends on football to be some central part of its culture or its fund-raising effort. It's a school that wants to be a world class educational institution that attracts brilliant students from around the world. Why on earth are you playing this violent 19th century game? And by the way, the kicker is that two years ago the captain of the Penn football team committed suicide. And when they did an autopsy on his brain, what did they discover? CTE

ZAKARIA: Which is this neurological ...

GLADWELL: The same neurological disorder which we were seeing over and over again, now in football players. So here the university had direct experience with the pathological effects of the game of football such that this otherwise happy, healthy, the captain of their team, a guy who was

beloved, a guy who had not a whisper of depression in his past, one day goes and hangs himself in his dorm room. And they do the autopsy and they find his brain looks like the brain of an 80-year-old with Alzheimer's. Right? And what did the school do after this event happened? Nothing. Nothing. Which I just find so morally outrageous. This is what I said to the kids. What are you doing? How did you let your administration get away with this? Why didn't you kick it -- why didn't you picket the gates of the football stadium on Saturdays and just say, no one should be going in and watching a spectacle. This is not -- we're not watching the gladiators in Roman times. I mean we're more sophisticated than this. Some -- one of us died as a result of this game.

ZAKARIA: And you don't buy the argument that this is important for part of the culture, alumni relations, fund-raising?

GLADWELL: If Penn -- if an elite Ivy League school like Penn needs to play a 19th century brutal game of football in order to buttress its culture, then they have the wrong culture, right? It's just an anachronism that no one has had the courage to say enough, it is inappropriate in this day and age to be doing this. The pro game is another matter, but there is just no conceivable argument to continue to practice this inhumane spectacle.

ZAKARIA: Do you think college presidents, particularly colleges like Harvard, Yale, Penn, should just get out of this business?

GLADWELL: I see absolutely no reason why any school that has -- and not just Ivy League schools, any college anywhere in this country or any other country that has even a remote -- has even a remote desire to be -- to have a serious academic mission, they should not be playing sports which have neurological consequences for their students. I mean is that -- is this such an outrageous request? Right? You know ...

ZAKARIA: So, educational institution that is meant to be building your brain, you shouldn't be encouraging people to play sports that destroy the brain?

GLADWELL: Yeah. That seems to be a norm. That seems to be reasonable.

ZAKARIA: You want kids to boycott college football. Are you having any -- the speech was a YouTube sensation.

GLADWELL: Yeah.

ZAKARIA: Are you -- are you getting any traction?

GLADWELL: I'm not done yet. What has to happen for this crusade to work, and I think there's a -- and it's not just me, there's a whole rising chorus on this subject. But what has to happen is for one prominent school has got to drop the sport, right? And when that happens, I think there will be a domino effect. But that school has got to be -- it's got to be Harvard or Penn or the great prize of Stanford. Stanford, you know, which has invested in its football program like no other elite school, Stanford has got to walk away. And if Stanford walked away, I think that it would put a dagger in the heart of college football. And what -- you know, the way to do this, I haven't done this yet, but all

those big-name donors to Stanford, people who give -- you know, the Google guys on down the line who give serious money, they've just got to say, look, this is inappropriate. I'm giving money to make this into an elite intellectual institution. It is inappropriate for you to be taking the same student resources that I'm investing in and squandering them on the football field, right? That's what has to happen.

ZAKARIA: Malcolm Gladwell, pleasure to have you on.

GLADWELL: Pleasure.

ZAKARIA: We called the University of Pennsylvania to ask if it had done anything to combat head injuries and CTE in its football program. An athletic spokesman said that two years ago they did make changes, but he couldn't say if the changes were related to Owen Thomas' passing. The main action Penn took along with the rest of the Ivy League was to limit the number of full contact football practices per week. During the regular season, for instance, they now hold only two such practices, down from the NCAA's limit of five.

Teufel,Sharon

From: CSUS Board
Sent: Monday, August 26, 2013 8:32 AM
To: Frank Stermitz
Subject: RE: Hughes Stadium

Good morning, Dr. Stermitz:

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the issue of a proposed on-campus stadium at CSU in Fort Collins. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

Notice: This email (including attachments) is protected by the Electronic Communications Privacy Act, 18 USC 2510-25221. It is confidential and may be legally privileged. If you are not the intended recipient, you are hereby notified that any retention, dissemination, distribution, or copying of this communication is strictly prohibited.

From: Frank Stermitz [<mailto:fstermitz@gmail.com>]
Sent: Monday, August 19, 2013 9:20 AM
To: CSUS Board
Subject: Fwd: Hughes Stadium

Please seem below and consider this. Thank you.

Begin forwarded message:

From: Frank Stermitz <fstermitz@gmail.com>
Date: August 15, 2013 1:40:37 PM MDT
To: tony.frank@colostate.edu
Subject: Hughes Stadium

I do not understand why there has been no public announcement of what the plans are for Hughes Stadium should a new one be built? To go ahead with the on campus stadium without first a complete discussion of what will be done with Hughes seems to me to be a big mistake. Surely you will get a large boost in support if some good scenario for Hughes is available? Otherwise, I think it borders on arrogance to assume that it is none of anybody's business and/or of no importance to the issue.

Frank R. Stermitz, Ph.D.
Centennial Professor Emeritus
Department of Chemistry
Colorado State University

Teufel, Sharon

From: Macias, Trisha M. <trisha.macias@colostate-pueblo.edu>
Sent: Thursday, August 29, 2013 9:22 AM
To: 'lfamily@pcisys.net'
Cc: Wright, Carl N; CSUS Board
Subject: RE: Question regarding CSU-Pueblo entertainment

Mrs. Lorensen,

Our special events are paid for in large part, if not all, by student fees, which are posted at <http://www.colostate-pueblo.edu/BFS/TuitionFees/Documents/2013-2014/CSU-Pueblo-MandatoryStudentFees-FY14.pdf>. They are charged per credit hour, as the schedule indicates. Student fees are recommended and voted on by students each spring semester and are cumulative. Last spring, the students voted not to increase their fees from 2012-13 to 2013-14. The fees students impose on themselves are completely overseen by members of the Associated Students' Government, students, and faculty/staff who make up the Student Fee Governing Board <http://www.colostate-pueblo.edu/ASG/Committees/StudentFeeBoard/Pages/default.aspx>.

The University also sets aside a small percentage of our state allocation (taxpayer dollars) for marketing/advertising expenses which supplement student fee monies, as well as designated donor funds from the CSU-Pueblo Foundation to support the speakers we bring to campus each year. We have an obligation as a public university to provide learning experiences outside as well as inside the classroom, and to the greater public who, as you noted below, support us with their tax dollars. This year we will have to charge non-students (since students have already paid with their fees above) a nominal entry fee for some of our speakers to help supplement the students' contribution.

The pricing we get for bringing in speakers, concerts, etc., coupled with the advertising packages that we are offered, are often negotiated down because of the quantity of services we are purchasing and because of the relationships we have built with our community partners. By working together, we can provide better services to our students and community members.

I do want to point out that we were the only state institution that did not raise tuition this year, although we are allowed to do so by at least 9% from the Colorado Commission on Higher Education. President Di Mare felt strongly, with the support of the Board of Governors, that our students needed a break in climbing tuition costs this year. Also, no tuition dollars are used to pay for any of the events you listed below; tuition is used strictly for instructional costs.

I hope this answers your questions, but please let me know if I can provide any further information.

Sincerely,

Trisha Macias
Executive Assistant to the President
Colorado State University - Pueblo
2200 Bonforte Blvd.
Pueblo, CO 81001
(719) 549-2951



From: President's Office
Sent: Wednesday, August 28, 2013 9:08 PM
To: Macias, Trisha M.
Subject: FW: Question regarding CSU-Pueblo entertainment

From: lfamily[SMTP:LFAMILY@PCISYS.NET]
Sent: Wednesday, August 28, 2013 9:07:57 PM
To: President's Office
Cc: Wright, Carl N; csus_board@mail.colostate.edu
Subject: Question regarding CSU-Pueblo entertainment
Auto forwarded by a Rule

President DeMare and Provost Wright,

Recently I opened the Pueblo Chieftain to see a large sized advertisement for "CSU Pueblo Proudly Presents 'Gloriana' and 'David Caribaldi'." One of the shows was at the State Fairgrounds and the other was on campus at Hoag Recital Hall.

Knowing how expensive these acts, off campus venues, and advertisements can cost, I found myself questioning how CSU Pueblo paid for these expenses.

The number on the advertisement was for CSU Pueblo Student Activities. It was noted in the advertisement that CSU-Pueblo students, faculty, and staff could purchase reduced priced tickets.

Can you please tell me what funds were used to sponsor these two activities, the fairgrounds venue, and the advertising? Were any student fees used for this purpose, and if so, were students apprised ahead of time that their monies would go towards these expenses?

Given the fact that CSU-Pueblo fees and tuition (with the exception of the tuition only for the Fall 2013 semester) are raised annually and have escalated rapidly, far beyond the rate of inflation, it concerns me if students or taxpayers are paying for costs such as these. Colorado taxpayers subsidize higher education and are repeatedly told that there is not enough money collected in taxes to support higher education. The answer to this has been to push for tax increases and increase student tuition/fees.

Thank you for your assistance in this matter, it is appreciated.
I look forward to hearing back from you.

Sincerely,
Mrs. Jennifer Lorensen
Pueblo, CO

Teufel, Sharon

From: Hughes Stadium <soshughes@gmail.com>
Sent: Thursday, August 29, 2013 4:23 PM
Subject: CSU Stadium – It's not a done deal

The Save Our Stadium Hughes (SOSH) committee continues to oppose the new main-campus stadium for many reasons including: questionable finances, environmental impact, and the visual and fundamental change it will bring to Ft Collins' core and character. Our detailed financial analysis shows CSU's projected stadium revenue to be overly optimistic and will most likely not succeed. Dr. Tony Frank and the Board of Governors have declined our request to discuss our research.

We continue our outreach to you, businesses, CSU students/faculty, and government officials – anyone who will help us carry our concerns and questions to Dr. Frank and the Board of Governors.

Therefore, we are pleased to host Dr. Andrew Zimbalist whose presentation will be “The Changing Economics of College Athletics and Football Stadiums.” His information will help us all understand the broader economic implications of a new stadium in the changing world of intercollegiate athletics.

Press and public are invited to attend on September 23, at noon at the main public library. Please schedule the presentation on your calendars.

Dr. Zimbalist has been introduced as the country's leading sports economist on PBS Wall Street Week with Fortune. He is a nationally recognized expert in comparative economic systems, economic development and sports economics. He is a member of the editorial board of the *Journal of Sports Economics*. Dr. Zimbalist has consulted extensively in the sports industry for players associations, teams, cities and leagues. He has also testified before the United States Senate Judiciary Committee, the New York State Senate, the National Collegiate Athletic Association and the Knight Commission.

Dr. Zimbalist has authored 21 books and dozens of articles on the economics of sport. His books include *The Economics of Sport, I and II* and *Unpaid Professionals: Commercialism in Big Time College Sports* and *The Bottom Line: Observations and Arguments in the Sports Business*.

PLACE, TIME and DATE: The Community Room at Fort Collins Public Library, 201 Peterson Street, from noon until 1:00 PM on September 23, 2013.

+++++

ACTION REQUESTED: Please help us continue our mission by making a donation to SOS Hughes LLC, 4405 Upham, Ft Collins, CO 80526.

We appreciate your support.

If you no longer wish to receive emails from SOSH, send us a request to unsubscribe.

Teufel, Sharon

From: Frank, Tony
Sent: Tuesday, September 03, 2013 7:15 AM
To: Chuck Minks
Cc: CSUS Board
Subject: RE: new on campus stadium

Hi, Chuck. Thanks for your note. I think we'd both agree that there is much about the major business of big time intercollegiate athletics that is troubling and deserves serious evaluation. I'm not, however, as convinced as some folks seem to be that there is no middle ground between the near-professionalization of programs and a D-III setting. I actually think there is quite abundant middle ground here, although much of the rhetoric in our discussions seems to avoid it. Thanks again for your thoughts. Best wishes - tony

Anthony A. Frank, President
Colorado State University

From: Chuck Minks [<mailto:blueskydude@centurylink.net>]
Sent: Sunday, September 01, 2013 1:18 PM
To: Frank, Tony
Cc: CSUS Board
Subject: new on campus stadium

Hi Dr. Frank;

I hope your summer has gone well. Now we can look forward to a great fall in Colorado. Earlier this week (Aug.25) there's an article in the New York Times which I am sure you are aware of. College football's most dominate player? It's ESPN It reads like a sixty minutes segment reporting on a cartel like we are used to hearing of bringing drugs into the U.S. , using people and hoarding millions of dollars. ESPN is a typical large Corp. that's just in it for the money and who can blame them when they are getting enough takers. What I find so discouraging is that many very reputable educational institutions are putting their academic reputations at risk for most likely short term monetary gain. There is a saying in reference to " too much of a good thing" usually doesn't turn out for the best result. I suspect the ESPN football programing craze will be short lived like most things on TV. Most everything is cyclic as we know. I am glad to see that the MWC is not mentioned in the article. I am all in favor of local school rivalries, But seeing colleges delve into the commercialization is way beyond what college athletic programs were ever intended to be. Dave Ridpath said something to the effect that still stays with me, That chasing the "Big Dream" to be an elite player in college football will Change the culture of the university forever. I can't imagine a highly respected president of a highly reputable academic and research institution willing to put it on the line for something that doesn't seem so necessary. Simply put, professionalized sports has no place in the midst of academic institutions.
Regards, C. Minks

Teufel, Sharon

From: CSUS Board
Sent: Friday, September 13, 2013 8:44 AM
To: Tom Linnell
Subject: RE: Invitation to public talk

Good morning, Mr. Linnell:

This is to advise you that your email and the attached invitation regarding an upcoming presentation have been forwarded to the CSUS Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, #2440
Denver, CO 80202

-----Original Message-----

From: Tom Linnell [<mailto:at.linnell@gmail.com>]
Sent: Monday, September 02, 2013 12:01 PM
To: CSUS Board
Subject: Invitation to public talk

Dear Sharon,

I would appreciate it if you would forward this announcement/invitation to the members of the Board of Governors.

The SOSH group sincerely hopes that members of the Board will take advantage of the opportunity to hear from Dr. Zimbalist, a nationally recognized expert in intercollegiate sports, as the community continues to discuss building a new stadium on the Fort Collins campus.

We intend to hold seats for Board members in the front of the audience, to facilitate question and answer interchange at the end of the presentation.

Thank you, Sharon, for all of your help in the past.

Tom Linnell
970-988-9954

Teufel, Sharon

From: Tom Linnell <at.linnell@gmail.com>
Sent: Monday, September 02, 2013 12:01 PM
To: CSUS Board
Subject: Invitation to public talk
Attachments: zimb_invite_draft.pdf

Dear Sharon,

I would appreciate it if you would forward this announcement/invitation to the members of the Board of Governors.

The SOSH group sincerely hopes that members of the Board will take advantage of the opportunity to hear from Dr. Zimbalist, a nationally recognized expert in intercollegiate sports, as the community continues to discuss building a new stadium on the Fort Collins campus.

We intend to hold seats for Board members in the front of the audience, to facilitate question and answer interchange at the end of the presentation.

Thank you, Sharon, for all of your help in the past.

Tom Linnell
970-988-9954

Dr. Andrew Zimbalist is a Robert A. Woods Professor of Economics at Smith College. He was introduced as “the country’s leading sports economist” on Public Broadcasting’s Wall Street Week with Fortune.

He is a nationally recognized expert in comparative economic systems, economic development and sports economics.

Dr. Zimbalist is a member of the editorial board of the *Journal of Sports Economics*. He has consulted extensively in the sports industry for players associations, teams, cities and leagues. He has also testified before the United States Senate Judiciary Committee, the New York State Senate, the National Collegiate Athletic Association and the Knight Commission.

Dr. Zimbalist has authored 21 books and dozens of articles on the economics of sport. His books include *The Economics of Sport, I and II* and *Unpaid Professionals: Commercialism in Big Time College Sports* and *The Bottom Line: Observations and Arguments in the Sports Business*.

You are cordially invited to attend

**“The Changing Economics of College Athletics
and Football Stadiums”**

Dr. Andrew Zimbalist

Monday, September 23, 2013

Noon

Main Public Library

201 Peterson

www.soshughes.org

August 28, 2013

Dorothy Horrell, Ph.D.
Chair, Board of Governors
Colorado State University System
410 17th Street, Suite 2440
Denver, CO 80202

Dear Dr. Horrell:

Through their "animal science" programs, Colorado State University and our other agriculture colleges teach beliefs that fly in the face of knowledge from zoology, ecology, nutrition science, and other fields. Had our land-grant-university (LGU) executives heeded Responsible Policies for Animals' pleas to phase out "animal science" this past decade, America would be reducing incalculable, unnecessary suffering our species has inflicted on itself and others for thousands of years. I hope you will start the process *today*.

Amazingly, Colorado State and our other LGUs continue to provide training, research, propaganda, and sales for the meat, dairy, fish, and egg industries even though ...

Human beings are natural plant-foraging herbivores.

The most lethal infectious diseases are linked to humans' ownership of other animals.

The non-communicable diseases that kill the most Americans are linked to consumption of meat, dairy, fish, and eggs. So is most food poisoning.

The meat, dairy, fish, and egg industries are major factors in global heating, water pollution, fresh-water and topsoil depletion, and just about every other major environmental disaster.

Nonhuman animals are intelligent, social, moral, emotional beings – persons to be respected, not objects to be traded.

Running an "animal science" program flouts the basic human morality, teaching students that no practice is wrong as long as it can turn a profit. I am sure you will agree that is not what a university should teach.

I am enclosing three factsheets: *End Injustice at Our Agriculture Colleges*; *End University Meat, Dairy, Fish, and Egg Classes: Experts Free of Industry Ties Point the Way*; and *Get Our Universities Out of the Meat, Dairy, Fish, and Egg Industries – Selected Sources*. I hope they will help the Colorado State University Board of Governors do its part toward ending "animal science." Kindly let me know your response and whether I may be of further assistance. Thank you.

Sincerely,



David Cantor
Executive Director

Enclosures

10,000 Years Is Enough: End Injustice at Our Agriculture Colleges

"Animal science" at our land-grant universities (LGUs) - courses, training, research, collusion, promotions, sales, and public relations for the meat, dairy, fish, and egg industries - does grave and far-reaching harm to human health and economies, nonhuman animals, and the natural world. As part of its mission to establish basic rights of all animals, bolster human rights, and eliminate rights of corporations, Responsible Policies for Animals (RPA) works to end "animal science" through the 10,000 Years Is Enough campaign, named for the approximate amount of time human beings have enslaved and destroyed nonhuman animals for food, status, career, and other purposes.

RPA has sent LGU executives in all 50 states and the Association of Public and Land-Grant Universities more than 350 letters, 200 factsheets, 50 books, 50 videos, and 50 bibliographies since 2003, about the injustice of "animal science" and the urgent need to end it. Simultaneously, RPA has given lectures, run websites, distributed brochures and fliers, published articles and letters, and advertised in The Chronicle of Higher Education, Academe, the Society of Environmental Journalists' magazine, and elsewhere. Some LGUs ignore the problem; some try to defend the indefensible; none is yet making the needed change. Like other institutional injustice, the news industry suppresses the "animal science" travesty. As always, we the people must solve the problem.



University Indoctrination

Universities' traditional mission is *education* as distinct from training, indoctrination, public relations, and other mental conditioning. Education means *leading forth*, from the Latin - a lifelong process where observation, study, self-examination, and reason overcome delusion. Education promotes *morality* - what is good for living beings - through *academic study*. "Academic" means *having no direct application*. The public legitimately expects universities to *educate*, not *indoctrinate*. But universities increasingly indoctrinate for industry - to everyone's detriment.

First professions, then industries, brought universities into their service. Every profession and industry has an *ideology*, often confused with *reality*. Ideology is *obvious* in slogans like "better living through chemistry" or "Got milk?" The chemicals industry kills countless beings, including humans. So universities should teach chemistry *academically* -- not for the industry. The meat, dairy, fish, and egg industries destroy countless humans and other beings, so universities should teach *zoology academically*, not "animal science" for the industries.

Our land-grant universities' (LGUs') mandate - to teach *agriculture and the mechanic arts* "in order to promote the liberal and practical education of the industrial classes" - rolled out the red carpet to *industry training and indoctrination*. Industries and corporations do not live and cannot have a conscience. Absent constant vigilance, universities enable industry to dominate society, undermining the Constitution, dooming human beings and the other animals.

Agriculture is cultivation of fields - there is no "animal agriculture." The law establishing the U.S. Department of Agriculture invokes crops, soil, water, and seeds - *not animals*. The meat, dairy, fish, and egg industries exploit government and our LGUs at terrible cost to the living world. Government will not base policy on reality as long as universities deny reality.

Food Indoctrination

"Science" is *knowledge*. Industries benefit from public *nescience* - lack of knowledge - of anything that casts them in a negative light. Conditioned to link eating from animals to health, wellbeing, family, and the natural order, like everyone else, university instructors and executives predictably defend *carnism* - meat ideology - though *science debunks it*.

Responsible Policies for Animals' (RPA's) 10,000 Years Is Enough campaign, described above, does not blame "animal science" participants personally. The injustice of the meat, dairy, fish and egg industries is well known, but generations of Americans have grown up mistakenly believing there can be "humane" or "natural" meat, a "healthy" human diet with meat, dairy, fish, and eggs, and so forth. Universities should not reinforce such false beliefs.

"Animal Science" Indoctrination

Conditioning by family, school, news, and other institutions determines what human beings "choose" to eat. Universities perch atop the hierarchy of institutions guiding how humans think and live. At any moment, millions of people work or study at our 106 LGUs. →

They influence millions more. LGUs boast some of the world's largest alumni associations. Graduates of LGUs work in every field, many in influential and esteemed positions.

"Animal science" at our LGUs – courses, training, research, collusion, promotion, sales, and public relations for the meat, dairy, fish, and egg industries – drives home to all in the LGU sphere, every minute of every day, false beliefs that flout current knowledge of human nature, nonhuman animals, and harmful impacts of the meat, dairy, fish, and egg industries. Campus slaughterhouses, animal sales, chicken, pig, cow, horse, turkey, duck, fish, goat, goose, sheep, rabbit and other confinement and breeding facilities proclaim to the world, *Enslaving and eating from animals is good for humans, it is natural, it is right, and it comports with science.*

Science negates those beliefs – so universities should not reinforce them with "animal science." People take industry and corporate promotions with a grain of salt, but they trust universities and expect them to expose false beliefs – to educate, not enforce industry-generated delusion, not put careerism, fundraising, and public relations above morality and the search for the truth.

Scourge on Human Beings

LGU "animal science" is a grave injustice against human beings. In the 1930s, people began to link poor health to eating from animals. The industries responded with sophisticated public-relations campaigns foisting on generations of Americans false beliefs "animal science" bolsters today: that nonhuman animals exist for humans and cannot have rights; that human beings are natural omnivores who evolved as "hunter-gatherers"; that humans are "at the top of the food chain"; that human beings must eat from animals for adequate protein.

Human beings are natural herbivores who evolved as prey to large cats, dogs, snakes, and raptors. Enslaving other animals gave humans infectious diseases that kill people by the thousands or millions. Food poisoning, *even from plants*, mostly originates in animal use. Eating from animals overloads humans with protein and is a major factor in heart disease, stroke, diabetes, breast and colon cancer, and other widespread lethal non-communicable diseases. As the world's preeminent nutrition scientist puts it, "There are virtually no nutrients in animal-based foods that are not better provided by plants."

Informed of the "animal science" travesty for nearly a decade, our LGU executives are shirking their responsibility to yet another deceived generation by indoctrinating rather than educating.

Scourge on Nonhuman Animals

Imagining a safe life when predators were a constant danger, humans tens of thousands of years ago started killing predators who were not attacking. Humans drove some predator species extinct by killing them, others by taking their food through organized hunting.

Humans' assault on predators grew as humans began herding, then enslaving ("domesticating") nonhumans. Accompanying today's slaughter of about 50 billion land animals per year and countless billions of fish, the war on wolves, fish-eating birds, otters, cougars, seals, foxes, sharks, tigers, and others makes unsave even those supposedly "protected."

Animals bred for food lead unfulfilling lives, most so miserable that some people who know their plight find the animals' extremely short lives a consolation. Many die in agony. There is no overstating the injustice of "animal science." Most people avoid the many books, videos, and websites showing the misery of animals beaten down and killed by the industries "animal science" supports and promotes.

Scourge on the Living World

Killing predators to protect human property in the form of fish, chickens, sheep, and others severely disrupts the natural world. Many predators are *keystone species* – killing them erodes their ecosystems. Other impacts of the industries "animal science" supports: 51 percent of greenhouse gases heating Earth's climate; toxic feces in groundwater, rivers, and topsoil; vast ocean dead zones from toxic chemicals used to grow animal feed; forests, wetlands, and grasslands destroyed for grazing and feed crops; ever larger deserts due to grazing. Any one of these would make "animal science" an unconscionable injustice, and the list is much longer.

What We Must Do

Inform friends and acquaintances. Urge LGU executives and trustees to eliminate "animal science." Urge your governor to help – they are trustees of our LGUs, and "animal science" undermines their health, environment, and economic programs. Inform your state and U.S. legislators, food and education officials, newsmen, people in all walks of life. See RPA's 10,000 Years Is Enough campaign mailings, address lists, and other details at www.RPAforAll.org. Support colleges and universities that do not have "animal science."

All of the relevant facts support RPA's 10,000 Years Is Enough campaign to end "animal science" and establish justice in education. No one at any LGU, government office, or anywhere else has refuted any of RPA's claims in nearly a decade of educating and campaigning. Learn more from RPA lectures, websites, and literature and by communicating with RPA.

Industry radically undermines the Constitution by dominating schools, universities, the news industry, the food system, and other institutions. Restoring the Constitution, amending it to establish justice, and getting America back on track will take longterm dedication. Do not stop "voting with your wallet," but establishing justice requires us to fundamentally change our institutions.

Start today. Become an RPA member. Support and take part in the 10,000 Years Is Enough campaign.

End University Meat, Dairy, Fish, and Egg Classes: Experts Free of Industry Ties Point the Way

Experts free of meat, dairy, fish, and egg industry ties make clear that our land-grant universities' (LGUs) "animal science" programs – training, research, collusion, sales, and public relations for the industries – are an educational travesty and an insidious disservice to the public, undermining the Constitutional values of justice, tranquility, defense, liberty, and the general welfare. "Animal science" is part of the industries' massive longterm assault on human beings, nonhuman animals, and the natural world, a major cause of deadly and disabling human diseases, economic disasters, food, water, and land shortages, and more.

RPA has sent LGU executives in all 50 states and the Association of Public and Land-Grant Universities more than 350 letters, 200 factsheets, 50 books, 50 videos, and 50 bibliographies since 2003, on the urgent need to end "animal science." Simultaneously, RPA has given lectures, run websites, distributed brochures and fliers, published articles and letters, and advertised in The Chronicle of Higher Education, Academe, the Society of Environmental Journalists magazine, and elsewhere. Some LGUs ignore the problem; some try to defend the indefensible; none is yet making the needed change. A speciesist news industry predictably suppresses the "animal science" travesty. As always, we the people must solve the problem. Here are some key facts to help establish justice at our universities.



☞ "[A] foul wind has blown over our nation's universities. Its source is ... the growing role that commercial values have assumed in academic life."

▪ Jennifer Washburn, *University, Inc.: The Corporate Corruption of Higher Education*

☞ "As numerous episodes confirm, humankind's plentiful capacity for foolish to abominable behavior is not neutralized by advanced degrees or high academic position."

▪ Daniel S. Greenberg, *Science for Sale: The Perils, Rewards, and Delusions of Campus Capitalism*

☞ "[Q]uestions about values – about meaning, morality, and life's larger purpose – are really questions about the well-being of conscious creatures."

▪ Sam Harris, Ph.D., *The Moral Landscape: How Science Can Determine Human Values*

☞ "Researching and writing *The Pig Who Sang to the Moon: The Emotional World of Farm Animals* convinced me universities should not teach students to take part in the egg, dairy, and meat industries and should not conduct research for those industries.

"Botany, zoology, ecology, conservation, nutrition, the cultivation of fruits, nuts, grains, vegetables and legumes, respect for all living beings – these are great academic traditions. Treating animals as industrial objects, however, denies that animals are our fellow

sentient beings, undermines ecology, conservation, and sound nutrition, and subverts the purpose of truth-seeking institutions."

▪ Jeffrey Moussaieff Masson, Ph.D., author of many books on nonhuman animals

☞ "Humans are most often described as 'omnivores.' This classification is based on the 'observation' that humans generally eat a wide variety of plant and animal foods. However, culture, custom and training are confounding variables when looking at human dietary practices. Thus, 'observation' is not the best technique to use when trying to identify the most 'natural' diet for humans."

"... human beings have the gastrointestinal tract ... of a 'committed' herbivore. Humankind does not show the mixed structural features one expects and finds in anatomical omnivores such as bears and raccoons. ... we must conclude that humankind's GI tract is designed for a purely plant-food diet."

▪ Milton R. Mills, M.D., "The Comparative Anatomy of Eating"

☞ "What have we always contended with? What do we fear? What still evokes the most gut-level panic and revulsion? The answer to all three questions is the hunger of predators for human prey. Ecologically and psychologically we were, until very recently, prey meat – meals for large, frightening animals. ... It is only within our artificially sanitized Western world that humans can think of themselves as the →

macho, meat-eating, kill-'em-dead Top Predator. ... If we can make the break with embedded stereotypes and view early humans more as potential prey than as hunters, we might break through and actually gain a better understanding of our ancestors and ourselves."

"[O]ur hominid ancestors probably got plenty of exercise from desperately trying to *avoid* saber-toothed cats, not from blatantly suicidal attempts to hunt them. Instead of Man the Hunter, we contend that Man the Hunted is a more accurate snapshot. For smallish bipedal primates, we envision a whole host of predators were licking their chops with anticipation."

▪ Donna Hart, Ph.D., and Robert W. Sussman, Ph.D., *Man the Hunted: Primates, Predators, and Evolution*

☞ "New diseases do not fall from the sky or leap from some mysterious black box. ... [M]ost human diseases were once new. They came to us because we changed our environment, our behavior, or both.

"Most of these diseases came from other species - smallpox probably from dogs or cattle, hemorrhagic fevers from rodents and monkeys, tuberculosis from cattle and birds, the common cold from horses, AIDS probably from African monkeys.

"We provide new ecological niches for microbes by tilling fields and domesticating animals"

▪ Arno Karlen, *Man and Microbes: Disease and Plagues in History and Modern Times*

☞ "The answer to the American health crisis is the food that each of us chooses to put in our mouths each day. It's as simple as that."

"There are virtually no nutrients in animal-based foods that are not better provided by plants."

"[A] huge 'conflict-of-interest' loophole allow[s] industries to exercise their influence through the side door of academia. ... [T]he entire system is ... under the control of industry."

▪ T. Colin Campbell, Ph.D., *The China Study: The Most Comprehensive Study of Nutrition Ever Conducted*

☞ "*Livestock's Long Shadow*, the widely-cited 2006 report by the United Nations Food and Agriculture Organization, estimates that 7,516 million metric tons per year of CO₂ equivalents ... or 18 percent of annual worldwide [greenhouse gas] emissions, are attributable to cattle, buffalo, sheep, goats, camels, horses, pigs, and poultry. ... But our analysis shows that livestock and their byproducts actually account for at least 32,564 million tons of CO₂ equivalents

per year, or 51 percent of annual worldwide [greenhouse gas emissions]."

▪ Robert Goodland and Jeff Anhang, "Livestock and Climate Change," *World Watch*, November/December 2009

☞ "Ecological burdens result from both modern, intensive livestock production methods - such as chicken and pig feeding houses and beef feedlots - and extensive forms - such as ranching and pastoralism. The environmental effects of intensive livestock operations run from grain fields to manure piles. And unsustainable grazing and ranching patterns of impoverished and affluent regions alike sacrifice forests, drylands, and wild species."

▪ Alan B. Durning and Holly B. Brough, *Taking Stock: Animal Farming and the Environment*, Worldwatch Paper 103, Worldwatch Institute

☞ "[W]e can feed about seven times as many people on plants as can be fed on meat."

▪ Charles B. Heiser, Jr., *Seed to Civilization: The Story of Food, Second Edition*

☞ "The humane treatment of animals or serious consideration of environmental effects of certain food production practices are given low priority in the decision-making process by agribusiness. Because of the decisions made by agribusiness, all of us are faced with widespread pesticide use and other agrichemicals sprayed on crops. As for animals, livestock production is based on inhumane factory conditions, bolstered by antibiotics, growth hormones, and chemical-based feed additives pumped into them daily. ...

▪ Michael W. Fox, *Eating with Conscience*.

☞ "... universities will turn tricks for anyone with money"

▪ Lawrence C. Soley, "The Tricks of Academe," in *Campus Inc.*, ed. Geoffrey D. White, Ph.D.

• • •

Human infringement on other animals is a grave injustice undermining human wellbeing, nonhuman animals, and the natural world. Universities should teach the truth, not suppress it by serving the most destructive industries. Our land-grant universities' executives are not yet listening despite Responsible Policies for Animals' (RPA's) airtight case. Support RPA and its 10,000 Years Is Enough campaign to get our universities out of the meat, dairy, fish, and egg industries.

Revised March 2012

10,000 Years Is Enough: Get Our Universities Out of the Meat, Dairy, Fish, and Egg Industries

➤ Selected Sources ◀

Below are a few of countless sources that provide information, knowledge, and theory supporting Responsible Policies for Animals' (RPA's) position that universities have no legitimate place in meat and its allied industries and "animal science" must go. Many of the sources listed apply to more than one of RPA's assertions. RPA makes no claim that the authors support RPA's position or campaign. RPA provides additional information at www.RPAforAll.org and upon request.



"Animal science" and the meat, dairy, fish, egg, feed, and allied industries drive global warming and destroy America's land, water, and wildlife: Robert Goodland and Jeff Anhang, "Livestock and Climate Change: What if the Key Actors in Climate Change Are ... Cows, Pigs, and Chickens?" *World Watch*, November/December 2009; Editors, "Now, It's Not Personal! But Like It or Not, Meat-Eating Is Becoming a Problem for Everyone on the Planet," *World-Watch*, July/August 2004; Vernon Gill Carter and Tom Dale, *Topsoil and Civilization* (Norman, Oklahoma: U Oklahoma P, 1955, 1974); Ken Midkiff, *The Meat You Eat: How Corporate Farming Has Endangered America's Food Supply* (New York: St. Martin's, 2004); Dr. Michael W. Fox, *Agricide: The Hidden Crisis that Affects Us All* (New York: Schocken, 1986); Steve Nicholls, *Paradise Found: Nature in America at the Time of Discovery* (Chicago: U Chicago P, 2009).

Human beings have all of the physiological and anatomical traits of herbivores, none of omnivores or carnivores: Milton R. Mills, M.D., "The Comparative Anatomy of Eating. (Click on it at the What About People? page of www.RPAforAll.org.)

Humans acquired almost every infectious disease we can name by subjugating and enslaving nonhuman animals, disrupting the natural world, and adopting unnatural diets and ways of life: Clive Ponting, *A Green History of the World: The Environment and the Collapse of Great Civilizations* (New York: Penguin, 1992); Arno Karlen, *Man and Microbes: Disease and Plagues in History and Modern Times* (New York: Touchstone, 1995).

"Animal science" and the meat, dairy, fish, and egg industries are linked to the diseases killing and disabling millions of people today: T. Colin Campbell, Ph.D., *The China Study: The Most Comprehensive Study of Nutrition Ever Conducted* (Dallas: BenBella, 2004); Kerrie Saunders, Ph.D., *The Vegan Diet as Chronic Disease Prevention* (New York: Lantern, 2003); William Harris, M.D., *The Scientific Basis of Vegetarianism* (Honolulu: Hawaii Health, 1995); Neal D. Barnard, *Food for Life: How the New Four Food Groups Can Save Your Life* (New York: Three Rivers P, 1994); Christopher D. Cook, *Diet for a Dead Planet: How the Food Industry Is Killing Us* (New York: New Press, 2004); Peter Cox, *You Don't Need Meat* (New York: St. Martin's, 2002); John Robbins, *The Food Revolution* (York Beach, Maine: Conari P, 2001); DVD *Eating: It's The Biggest Cause of Disease, Disabilities and Death in the U.S. Today*, Third Edition (www.RaveDiet.com, 2008)*.

"Animal science" and the meat industry are the main source of food poisoning and antibiotic-resistant human disease: Gail A. Eisnitz, *Slaughterhouse: The Shocking Story of Greed, Neglect, and Inhumane Treatment Inside the U.S. Meat Industry* (New York: Prometheus, 1997); Warren Leon and Caroline Smith DeWaal, *Is Our Food Safe?* (New York: Three Rivers P, 2002); Orville Schell, *Modern Meat* (New York: Random House, 1984); Margaret Mellon, Charles Benbrook, Karen Lutz Benbrook, *Hogging It!: Estimates of Antimicrobial Abuse in Livestock* (Cambridge: Union of Concerned Scientists, 2001).



* Responsible Policies for Animals sent this video to chief executives of the 50 states' land-grant universities in 2011.

Human beings evolved as prey and as plant-food foragers, not as hunter-gatherers; notions that it is natural for human beings to eat from animals are prejudiced and pseudo-scientific: Donna Hart and Robert W. Sussman, *Man the Hunted: Primates, Predators, and Human Evolution* (New York: Westview, 2005); Matt Cartmill, *A View to a Death in the Morning: Hunting and Nature through History* (Cambridge: Harvard UP, 1993); Charles B. Heiser, Jr., *Seed to Civilization: The Story of Food*, Second Edition (San Francisco: W.H. Freeman, 1989).

Nonhuman animals, including those exploited by “animal science” at our land-grant universities, are intelligent and moral beings, capable of living fulfilling lives when not used, killed, or displaced by humans, deserving of full moral consideration: Jeffrey Moussaieff Masson, *The Pig Who Sang to the Moon: The Emotional World of Farm Animals* (New York: Ballantine, 2003)*; Marc Bekoff and Jessica Pierce, *Wild Justice: The Moral Lives of Animals* (Chicago: U Chicago P, 2009); Jonathan Balcombe, *Pleasurable Kingdom: Animals and the Nature of Feeling Good* (New York: Macmillan, 2006); Gary Kowalski, *The Souls of Animals* (Novato, Cal.: New World Library, 1999; Walpole, N.H.: Stillpoint, 1991); Sam Harris, *The Moral Landscape: How Science Can Determine Human Values* (New York: Free Press, 2010).

Institutions, government, big business, public relations, and the news industry – not knowledge – determine what the vast majority of people eat: Marion Nestle, *Food Politics: How the Food Industry Influences Nutrition and Health* (Berkeley: U California P, 2002); Joshua Frank, “Meat as a Bad Habit: A Case for Positive Feedback in Consumption Preferences Leading to Lock-In,” *Review of Social Economy*, 65:3, 319-348, online September 1, 2007; Leon Rappoport, *How We Eat: Appetite, Culture, and the Psychology of Food* (Toronto: ECW P, 2003); Jeff & Marie Blyskal, *PR: How the Public Relations Industry Writes the News* (New York: Morrow, 1985); Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America* (New York: Oxford UP, 1993).

“Animal science” and the treatment of other animals as commodities, enemies, pests, property, and slaves make it possible for dominant human groups to dehumanize “others,” slaughtering, oppressing, and discriminating based on sex, sexuality, color, ethnicity, religion, and other invidious distinctions: Riane Eisler, *The Chalice and the Blade: Our History, Our Future* (San Francisco: Harper, 1987); Jim Mason, *An Unnatural Order: Uncovering the Roots of Our Domination of Nature and Each Other* (New York: Simon & Schuster, 1993); David Livingstone Smith, *Less Than Human* (New York: St. Martin’s, 2011); Carol J. Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory* (New York: Continuum, 1990, 1998); Marjorie Spiegel, *The Dreaded Comparison: Human and Animal Slavery*, Second Edition (New York: Mirror, 1989) Charles Patterson, *Eternal Treblinka: Our Treatment of Animals and the Holocaust* (New York: Lantern, 2002).

“Animal science” and other conflict of interest at universities breeds deception and miseducation, promoting big-business ideology over morality, democracy, the public interest, and the common good: Geoffrey D. White, Ph.D., editor, *Campus, Inc.: Corporate Power in the Ivory Tower* (Amherst, N.Y.: Prometheus, 2000); Jennifer Washburn, *University Inc.: The Corporate Corruption of Higher Education* (New York: Basic Books, 2004); Daniel S. Greenberg, *Science for Sale: The Perils, Rewards, and Delusions of Campus Capitalism* (Chicago: U Chicago P, 2007); Sheldon Krimsky, *Science in the Private Interest* (New York: Rowman & Littlefield, 2003); Lawrence C. Soley, *Leasing the Ivory Tower: The Corporate Takeover of Academia* (Boston: South End P, 1995).

The National Research Council of the National Academies vaguely acknowledges change is needed in food-production education at our land-grant universities but fails to specify that the needed change is an end to “animal science” due to prejudice in its research committees: Committee on a Leadership Summit to Effect Change in Teaching and Learning, *Transforming Agricultural Education for a Changing World* (Washington, D.C.: National Academies P, 2009); Committee on the Future of the Colleges of Agriculture in the Land Grant University System, *Colleges of Agriculture at the Land Grant Universities: Public Service and Public Policy* (Washington, D.C.: National Academy P, 1996).

August 2013

* Responsible Policies for Animals sent this volume to chief executives of the 50 states’ land-grant-universities in 2004.

Teufel, Sharon

From: CSUS Board
Sent: Thursday, September 19, 2013 2:52 PM
To: Turner, Dennis R.
Cc: Lesley Di Mare (Lesley.dimare@colostate-pueblo.edu)
Subject: RE: 8 keys to Veteran's Success

Good afternoon, Mr. Turner:

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding your concerns about a commitment to veterans. Your correspondence will be shared with the Board of Governors.

Thank you for your interest in the Colorado State University System and, specifically, Colorado State University-Pueblo.

Sincerely,

Sharon Teufel

Sharon Teufel
Office of the Board of Governors
Colorado State University System
410 17th Street, Ste. 2440
Denver, CO 80202
303-534-6290

From: Turner, Dennis R. [<mailto:dr.turner@colostate-pueblo.edu>]
Sent: Tuesday, September 17, 2013 8:26 AM
To: CSUS Board
Subject: FW: 8 keys to Veteran's Success

I am a student Veteran at CSU-Pueblo and while checking the department of education's website I did not see the CSU system and Colorado listed among the educational institutions joining the challenge to help Veterans succeed.

I have forwarded my concerns to the local administrators at CSU-Pueblo to no avail, they appear to have no plan that I can see. Our commitment to Veterans should be followed by action at the local level and to these 8 keys that are proven to work for Veterans. Thank You for hearing and considering my concerns as a student veteran.

Dennis R. Turner
Student Veteran
CSU-Pueblo
Social Work Major

From: Turner, Dennis R.
Sent: Sunday, August 25, 2013 3:14 PM
To: Manos, Michael D.
Cc: ltgovernor.garcia@state.co.us
Subject: Re: 8 keys to Veteran's Success

Recently;

President Obama outlined and applauded community colleges and universities 8 keys to success at the Disabled American Veterans convention in Florida. These steps announced as a challenge to educational institutions that adopt best

practices to assist and help veterans succeed and make the transition from Military to professional training to professional jobs and career placements, to continue making an economic impact on their communities.

The list is located at the Department of Education website and after careful review I did not see the state of Colorado represented among those colleges that signed on to meet this challenge to include our university, CSU-Pueblo. Some of these best practices are in the process of being implemented at CSU-Pueblo I should say, however others are not yet a reality. Among the 8 keys to Veterans success, there are 5 listed below from that we need to work on and or improve in my assessment is;

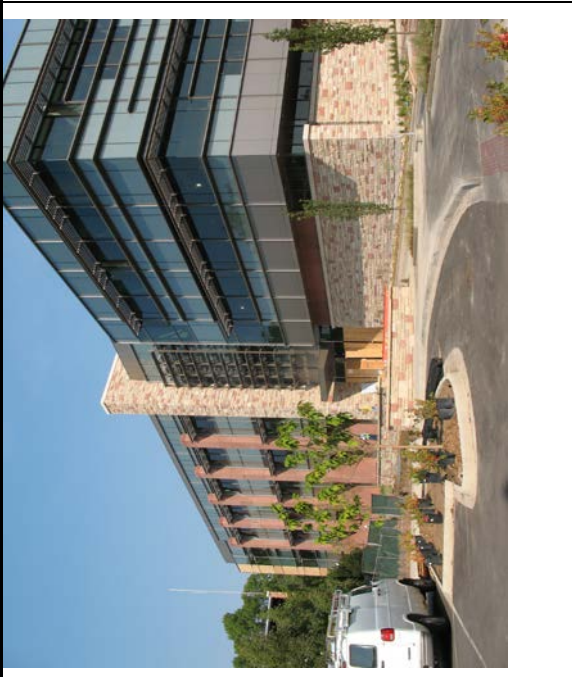
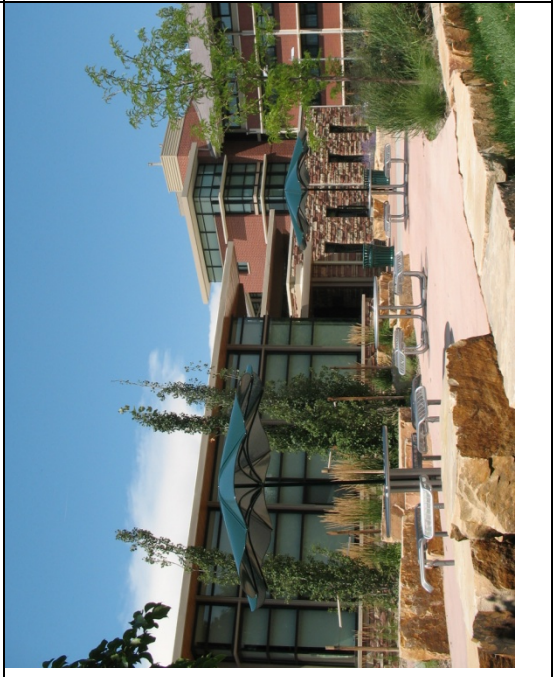
1. Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Collaborate with local communities and organizations, including government agencies to align and coordinate various services for veterans.
5. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.

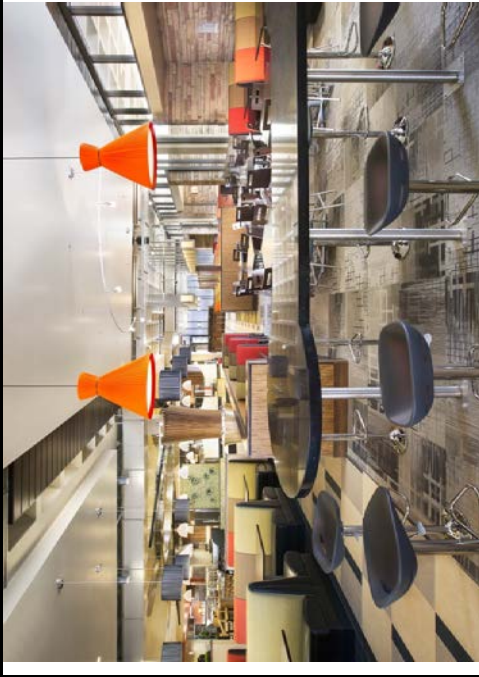
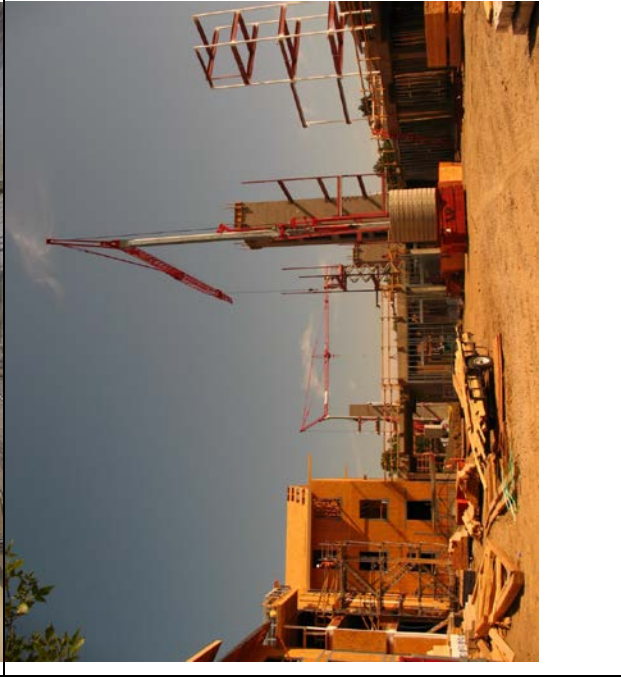
I would like to see our university, Colorado State University-Pueblo listed among the schools represented, from Texas, California, to Florida and other states that have made the written commitment to be among the schools and professional training sites that have the best interest of Veterans as a part of their strategic and long-term plans.


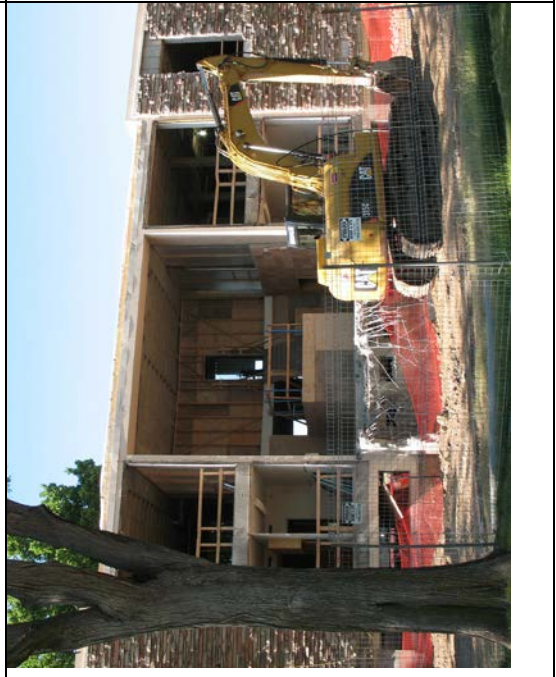
Dennis R. Turner
Student Veteran
Colorado State University-Pueblo
School of Social Work

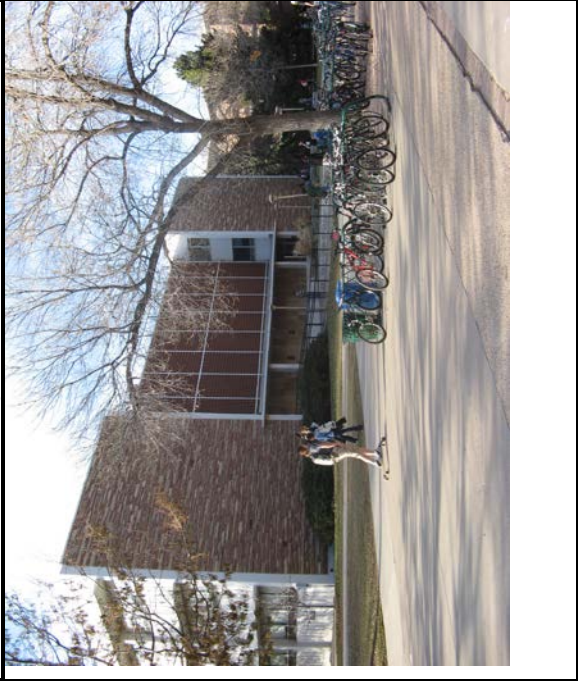
Construction Status Reports

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/13
Classroom upgrades Total Budget: \$10,000,000	\$10,000,000 Student Facility Fee and General Fund	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Before</p> </div> <div style="text-align: center;">  <p>After</p> </div> <div style="text-align: center;">  <p>Remodeled Chemistry Lecture Hall</p> </div> </div>	Aug 2013	Project is complete. 98 classrooms, study areas and lecture halls were remodeled, along with HVAC installation in the classrooms at Visual Arts, Shephardson and Animal Sciences. Over 3400 new chairs are in place.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/13
<p>Suzanne and Walter Scott, Jr. Bioengineering Building</p> <p>Total Budget: \$67,000,000</p>	<p>\$44,000,000</p> <p>Student Facility Fee & Research Overhead</p> <p>Remaining funds from grants and donations</p>		<p>Aug 2013</p>	<p>Construction is complete and building is partially occupied. Classrooms will be scheduled beginning Jan 2014. Additional funding for the completion of the 2nd floor office space and environmental rooms is being pursued.</p>
<p>Braiden and Parmelee Halls 4th floor addition</p> <p>Total Budget: \$29,300,000</p>	<p>\$26,000,000</p> <p>Housing and Dining Services</p> <p>Remaining funds from HDS reserves</p>		<p>Aug 2013</p>	<p>Parmelee and Braiden Halls are complete.</p>






Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/13
Durrell Dining Center Renovation (part of the Laurel Village Project) Total Budget: \$10,800,000	\$10,800,000 Housing and Dining Services		Aug 2013	Project is complete. TDEX facility has been moved to the LSC plaza to provide food service during the LSC renovation.
Laurel Village (formerly Academic Village North) Total Budget: \$46,200,000	\$46,200,000 Housing and Dining Services		Aug 2014	Project bid in Dec. and was well under budget with all alternates accepted. Construction underway, approximately 30% complete.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/13
Lory Student Center Revitalization Total Budget: \$70,000,000	\$60,000,000 Student Center Fees Remaining funds from LSC reserves		Aug 2014	Occupants were relocated in May 2013. Demolition and asbestos abatement underway. TDEX facility has been moved to University Ave from the Durrell Center project to provide food service during the renovation, along with food trucks and several remote grab and go locations.
Animal Sciences Revitalization Total Budget: \$9,500,000	\$7,500,000 General Fund		Feb 2014	Project budget will accommodate 2 nd floor renovation and infill for new labs and renovation of the building core for new classrooms. Select mechanical upgrades throughout building. Building occupants have moved to temporary locations and demolition and abatement are underway. Additional funding for completion of phase 1 office space is being pursued.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/13
Willard O. Eddy Hall Renovation Total budget: \$7.7M	\$7,000,000 General Fund		Sept 2015	Design is underway.

COLORADO STATE UNIVERSITY - PUEBLO

CONSTRUCTION PROJECT STATUS REPORT

Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 09/17/2013	Description
Corridor Extension @ Student Recreation Center	\$856,260 Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee-- \$300,000 Parking funds-- \$301,000 Building Repair/Replacement-- \$462,500			Construction Completed February 2012	
Ochiato University Center	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Ochiato University Center program plan update completed . Board of Governors reviewed and approved project, 8/2/2013. Bond sale/finalization underway. Design Build RFP for A/E, CM/GC prepared for release. Completion estimated 01/2017	
Exterior Door Security Access Control at all Academic Buildings.	\$554,000 Controlled Maintenance	May, 2013	October 1, 2013	under Constuction---95 % complete	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 6 academic buildings.
New General Classroom Building	\$16000000 Capital Funds	Estimated Construction Start 03/14	Estimated Completion 01/15	Project Manager, Design Team, and Contractor selections completed. Design phase is underway	
Soccer/Lacrosse Complex	\$3,100,000 donations		Completion estimated September 2015	RFQ for A/E services and RFP for CM/GC services in preparation	

Readings on Higher Education



SHOULD THIS KID BE MAKING \$225,047 A YEAR FOR PLAYING COLLEGE FOOTBALL?

THAT'S WHAT HE'S WORTH, AT LEAST. ATHLETES AT BIG-TIME FOOTBALL SCHOOLS ARE CHEAP LABOR WHO BRING IN MILLIONS. IT'S TIME THEY GOT PAID FOR THEIR WORK BY SEAN GREGORY



Money Manziel
The legendary
Heisman Trophy
winner earns big
dollars for Texas A&M

T

THE TEXAS A&M AGGIES OPENED THEIR 2013 football season on Aug. 31 without the most captivating player in the game. Three days earlier, the National Collegiate Athletics Association (NCAA) and Texas A&M had suspended Johnny Manziel, the sophomore quarterback who last season became the first freshman ever to win the Heisman Trophy, for the first half of the Aggies' home opener against Rice University. Though the NCAA and the school determined that Manziel had not personally accepted money when he signed autographs earlier this year, they nonetheless slapped Manziel on the wrist for failing to realize that trinket brokers would surely profit from his signature.

Like most college-sports critics, Manziel responded to this punishment by mocking it. He threw for three touchdown passes in the second half of A&M's 52-31 blowout victory over the Owls in front of almost 87,000 fans at Kyle Field in College Station, Texas. He mimicked signing an autograph while jawing with an opponent and pointed toward the scoreboard in the fourth quarter, earning an unsportsmanlike-conduct penalty and another benching, this time from his coach.

Manziel's alleged crime and televised punishment have teed up a debate that has been simmering for decades but is now more intense than ever. Why shouldn't a player worth so much to his school, to his town and to the college-football brand be able to sign his name for money, just as any other celebrity has a right to do? How much longer can everyone else make money from college athletes like Manziel while the athletes themselves see their cash compensation capped—at \$0? According to a recent study, if college football operated under the same revenue-sharing model as the NFL, each of the 85 scholarship football players on the Aggies squad could see a paycheck of about \$225,000 per year. Manziel is surely worth a great deal more.

The uncomfortable question has surfaced just as college sports are booming. Thanks to plush television-rights deals,

like the 12-year, \$3 billion contract the Pacific-12 conference signed with ESPN and Fox in 2011, vast revenues will keep rolling into university coffers. Coaches, admissions offices and university alumni operations profit from the stars.

All kinds of people beyond campus are also making money from this lopsided system. Football-game days in particular drive college-town economies. Souvenir hawkers, bars, burger joints, hotels, ticket brokers, stadium vendors, parking attendants and others rely on home games for revenue. According to a 2012 study from Oxford Economics, a global research firm, a season's worth of Texas A&M home football games generate \$86 million in business for Brazos County, where A&M is located.

But the players with the talent remain out of the money simply because a group of college presidents, athletic directors and conference commissioners set their wages at zero. "Universities are quick to lecture society," says Charles Clotfelter, an economics and public-policy professor at Duke University and the author of the probing 2011 book *Big-Time Sports in American Universities*. "But here is a situation where we're not living up to our best selves."

The historic justification for not paying players is that they are amateur student-athletes and the value of their scholarships—often worth in excess of \$100,000 over four years—is payment enough. But a growing number of economists and sports experts are beginning to argue for giving athletes a fair share of the take. The numbers are too large to ignore. College athletes are mass-audience performers and need to be rewarded as such.

'UNIVERSITIES ARE QUICK TO LECTURE SOCIETY. BUT HERE IS A SITUATION WHERE WE'RE NOT LIVING UP TO OUR BEST SELVES.'

—CHARLES CLOTFELTER, PROFESSOR OF ECONOMICS AT DUKE UNIVERSITY AND AUTHOR OF *BIG-TIME SPORTS IN AMERICAN UNIVERSITIES*

"The rising dollar value of the exploitation of athletes," says Roger Noll, a noted sports economist from Stanford University, "is obscene, is out of control."

How We Got Here

The athlete is the most available publicity material the college has. A great scientific discovery will make good press material for a few days, but nothing to compare to that of the performance of a first-class athlete.

NO STATEMENT BETTER EXPLAINS WHY American colleges are so invested in modern-day sports—and why college athletes have a right to a paycheck. It was written in 1929, part of a Carnegie Foundation study on American college athletics. A college, said the authors, "wants students, it wants popularity, and above all it wants money and always more money."

The Morrill Land Grant College Act of 1862 and post-Civil War industrialization sparked the U.S.'s unique obsession with college sports. "As large public institutions spread into sparsely populated states, the competition for students grew fierce," says Allen Sack, a business professor at the University of New Haven who has written extensively on college-sports history. A new sport, a bastardized version of soccer and rugby that was uniquely American—football—happened to be catching on at this time, and it emerged as a tool to draw students, and spectators, to campuses.

The game professionalized rapidly. The University of Chicago hired former Yale football star Amos Alonzo Stagg as coach in 1892: the university president told Stagg to "develop teams we can send around the country and knock out all the colleges." The 1894 Harvard-Yale football game, for example, generated \$119,000, according to the *New York Times*. That's nearly \$3 million in today's dollars. By 1905, President Theodore Roosevelt felt compelled to step in to "save" college football from its then violent format. Chicago dropped football in 1939.

Few schools followed. Today college football is a booming profit center for many institutions at the top of Division I, the highest level of NCAA sports, and is a growing portion of the regional economy in college towns like Boise, Idaho; State College, Pa.; College Station; and South Bend, Ind. According to the most recent

PREVIOUS PAGES: RICHARD W. RODRIGUEZ—MCT/GETTY IMAGES

WHERE'S JOHNNY FOOTBALL'S CUT?

Texas A&M quarterback Johnny Manziel is his own economy. Yes, the Aggies' success and a move to the SEC last season helped increase revenue for the school, coaches, ticket sellers, etc. But having the Heisman winner adds value.

\$37 MILLION
VALUE OF TEXAS A&M'S MEDIA EXPOSURE PRODUCED BY MANZIEL'S HEISMAN RUN LAST YEAR

\$64.75
LIST PRICE OF A NO. 2 TEXAS A&M JERSEY ON THE NCAA SHOPPING SITE—WHICH HAS TEMPORARILY SHUT DOWN

\$127
WINNING BID ON EBAY FOR A MANZIEL-SIGNED MINI-HELMET

\$375 TO \$5,000
PRICES RESELLERS ARE ASKING FOR A TICKET TO THE TEXAS A&M-ALABAMA GAME ON SEPT. 14

\$1.1 MILLION
PAY RAISE FOR HEAD COACH KEVIN SUMLIN AFTER MANZIEL'S 2012 HEISMAN-WINNING SEASON; HE'S MAKING \$3.1 MILLION THIS YEAR

\$72 MILLION
ESTIMATED RETAIL VALUE OF ALL A&M-BRANDED MERCHANDISE SOLD IN 2012-13, A 20% JUMP OVER PREVIOUS YEAR

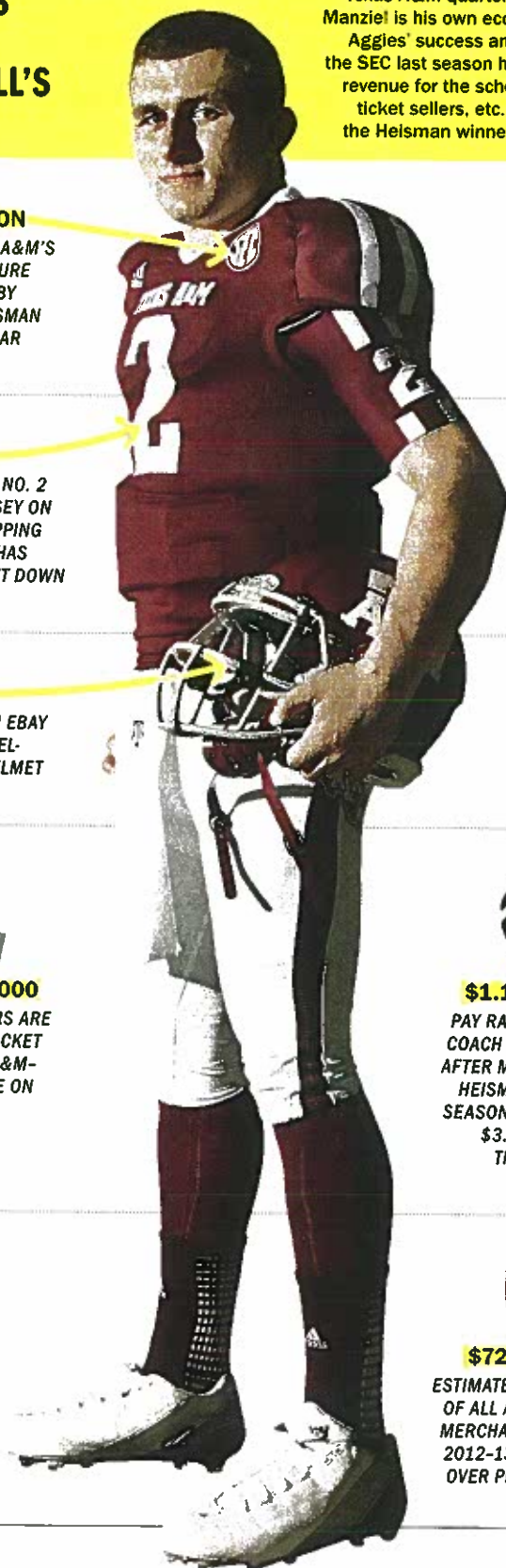
federal data, the University of Texas football team netted a profit of \$77.9 million in 2011-12, on \$103.8 million in revenue. Michigan made \$61.6 million from football, on \$85.2 million in revenue. Any business would kill for those profit margins.

In fairness, many college athletes are compensated—with an athletic scholarship. This attractive carrot drives today's intense competition in youth and high school sports. With tuition costs escalating, these scholarships are a serious meal ticket and for many families are the only way their children can afford to go to a four year school.

Most scholarships are revokable, so if an athlete doesn't perform well on the field, he can, in a sense, be fired from college. But academic work for some athletes is secondary: top men's basketball and football players spend 40 hours per week on their sports, easily. During football season, former Georgia tailback Richard Samuel, who earned an undergraduate degree in sports management in 2011, said he was an "athlete-student," not a "student-athlete," as the NCAA wants people to believe. "In the fall, we would spend way more time on sports than academics," says Samuel.

Players are essentially working full-time football jobs while going to school; they deserve to be paid more than a scholarship. Because even full-ride athletic scholarships don't cover the full cost of attending school, athletes are often short a few thousand bucks for ancillary expenses on top of tuition, room and board, books and fees: money for gas, shampoo and, yes, maybe a few beers. Some athletes are on only partial scholarship or are walk-ons still paying full tuition.

While many players scrimp, their head coaches don't. Average salaries for major college football coaches have jumped more than 70% since 2006, to \$1.64 million, according to *USA Today*. For major-conference men's hoops coaches who made the 2012 March Madness tournament, pay is up 20%, to \$2.25 million, over that of coaches who made the 2010 tournament, according to the *Journal of Issues in Intercollegiate Athletics*. "It's nuts," says Michael Martin, chancellor of the Colorado State University system, who was chancellor at Louisiana State University from 2008 to 2012. LSU hired Les Miles to coach its football team in 2005;



Miles now earns \$4.3 million annually. "It's time for people to step up and say, We think this is the max that a football coach ought to get, and we ought to stick to it," says Martin.

It is harder to calculate the exact value of the p.r. dividend that big-time college athletes deliver to their alma maters. College presidents and conference commissioners are fond of calling sports the "front porch" of their campuses. Schools would have to spend millions of dollars to buy the advertising and media mentions that a team making regular appearances on ESPN or the networks provides. There are countless examples of schools' seeing big jumps in applications after a high-profile championship season—or even a near miss. For example, in the two years after Butler University's basketball team made its first Final Four run in 2010—the Bulldogs made a repeat appearance the following year—undergraduate applications rose 43%. And don't imagine for a moment that universities harvest their athletes' celebrity for only four years. After a truly memorable championship season, veterans are brought back to campus on a regular basis for reunions and tributes, sometimes for decades. The work never ends.

Aggie star

Manziel was under fire for potentially seeking to recoup just a sliver of the economic value he helps create. The son of an oil-rich family who played his high school ball in Texas hill country, Manziel exceeded even Texas-size expectations when he nabbed the Heisman in his first year. NFL rules prohibit him from going to the pros, giving him no options to sell his skills. So he was forced to return to College Station and earn more money for the Aggies. Manziel can be as mischievous on the field, where his twitchy legs and laser arm make fools of opposing defenses, as he is off it; he's a party animal and makes no apologies for enjoying his life. The NCAA investigated Manziel because ESPN reported—inaccurately, says Texas A&M—that he signed his autograph for money, which is against the rules.

The real question is, What's the problem with that? "That's crazy to me that it's not allowed," says Minnesota Vikings running back Adrian Peterson, who starred at Oklahoma. "Actors, actresses—these people can sign things and get paid for it. How come this kid can't? How come a kid that's at a high level, that's going to be offered a big amount of money, can't sit down and be like, 'Damn, this is my decision.'?"

Manziel has not commented on any aspect of the NCAA charges. But his case has exposed some of the minor hypocrisies of not paying players at the big-league schools. The NCAA looked silly when Jay Bilas, a veteran ESPN analyst, former Duke basketball player and vocal critic

of the NCAA, took to Twitter to point out that although schools cannot sell a player's jersey with his name on the back, if you typed *Manziel* into a search box on ShopNCAASports.com, a No. 2 Texas A&M jersey pops up, available for up to \$64.95. (Manziel wears No. 2.) Bilas' critique went viral; the NCAA temporarily shut down the site, saying it would no longer sell individual college and university merchandise there but only NCAA-branded stuff.

A court case may also shake up college sports. Four years ago, former UCLA basketball star Ed O'Bannon sued the NCAA, video-game maker EA Sports and a licensing company after realizing that his likeness was being used in a video game, while he saw none of the royalties, years after he graduated from college. NBA and NCAA legends Bill Russell and Oscar Robertson joined the suit, which reached the class-certification stage this summer. Though a federal judge in California hasn't stamped the case as a class action, she allowed the plaintiffs to add current players to the complaint, which significantly raises the potential damages for the NCAA. The plaintiffs are seeking a cut of the licensing revenue tied to video games, as well as a much richer revenue stream: the money schools receive from broadcast-rights contracts. If the former and current players somehow prevail—or even reach a settlement—college jocks will receive some kind of payday. "I think in this day and age, as opposed to yesteryear, the concept of what they consider amateur basketball is gone forever," says Robertson.

COLLEGE-JOCK PAYDAYS

If college players got the same cut of revenues that NFL and NBA players do, here's what each player on the top-grossing teams could pull in, assuming players were paid equally.

FOOTBALL



TEXAS

\$103,813,684

TOP 5 2011-12 TEAM REVENUE

MONEY DENIED (FOOTBALL: 46.5% REVENUE/ 85 PLAYERS; BASKETBALL: 50% REVENUE/ 13 PLAYERS. SCHOLARSHIP VALUE INCLUDED.)



Jackson Jeffcoat
Defensive end

\$546,832



MICHIGAN

\$85,209,247



Taylor Lewan
Offensive tackle

\$422,995



ALABAMA

\$81,993,762



C.J. Mosley
Linebacker

\$428,073



AUBURN

\$77,170,242



Tre Mason
Running back

\$402,377



GEORGIA

\$74,989,418



Aaron Murray
Quarterback

\$390,978

SOURCES: DREXEL UNIVERSITY SPORT MANAGEMENT DEPARTMENT; NATIONAL COLLEGE PLAYERS ASSOCIATION

THE IDEA OF PAYING PLAYERS IS NO LONGER JUST FODDER FOR ACADEMIC DEBATE. IT'S AN ETHICAL IMPERATIVE

A Modest Proposal

THE TIME IS RIGHT TO GIVE SCHOOLS THE option to share their rising sports income with college athletes. Not every school would—or could—participate. Only the 60 or so schools in the power conferences, which have the football and basketball revenues to support such payments, would likely even consider such an option. With conferences and schools set to see record television payouts for the next decade and beyond, the idea of paying players is no longer just fodder for academic debate. It's an ethical imperative.

Schools could either pay players whatever schools want in a free market, or salaries could be subject to regulation. In reality, universities probably aren't going to go from \$0 in compensation, where they are now, to allowing an unlimited amount. Salary caps exist in the NBA and NFL; they're fair game for college sports too.

Here's how things might work. All athletes would be eligible for payments in addition to any scholarship. But most schools would pay only football and men's basket-

ball players, since those sports produce the bulk of the revenues. A Southeastern Conference (SEC) school like Alabama could pay 50 of its players up to a limit of \$30,000 a year. The best players would get near the maximum while others would get less; it would be up to each school to distribute the funds as needed. And schools could pay athletes in other sports, of course. A star baseball player, or a women's basketball player at a powerhouse like Connecticut, could also get a paycheck. But the total amount any school could pay out would be capped at \$1.5 million. Experts think this is a conservative number given the millions in revenue that sports and TV deals provide. Any cap won't placate the free-market supporters; \$30,000 per year, however, is a huge improvement over nothing.

Plus, athletes can make money in other ways. Universities should also give athletes at least the right to secure sponsorships, star in a commercial or, yes, offer their signatures for money. The schools could demand their cut too. "Lifting the restriction on athlete commercial opportunities is a great step toward compensating them for the value they generate," says Warren Zola, assistant dean of the Carroll School of Management at Boston College and an expert in college-sports business and law. "And it doesn't cost the schools anything." Since schools would cap athletes' salaries, it would be only fair that they not cap sponsorships. Players can give schools the right to reject sponsorships on moral grounds. No beer deals. Also, schools could require that players remain academically eligible in order to

receive any kind of payments. Schools would in effect be adopting the Olympic model. If a gold-medalist like Apolo Ohno wins mainstream appeal, he's free to cash in on his name.

Sponsorships could especially benefit female college stars, who don't have access to the same professional opportunities that men do. Sponsorships for star players shouldn't upset team dynamics on campus. Deals among Olympic athletes are uneven, but such economic disparities don't seem to hamper Team USA's success.

Reforming college sports won't be simple. Paying only men, for example, could face a challenge under Title IX, the federal law requiring gender equity in sports. Salary caps require collective bargaining, which means athletes would likely have to unionize; some states offer limited bargaining rights for public employees. These challenges, however, aren't an excuse to keep a broken system. Smart people can figure out a way to make fairness work. "Amateurism is under attack," says Gabe Feldman, director of Tulane University's sports law program. "There's an incentive for schools to redesign the model themselves rather than have the Congress or the courts do it for them."

Paying players has risks. Richer schools could buy up talent and disrupt competitive balance. Alumni and fans could be turned off by an even more professionalized game. Paying players could make even more of a mockery of education. Right now, for example, many athletes cluster into easy majors

BASKETBALL



LOUISVILLE
\$42,434,684



Russ Smith
Guard
\$1,614,733



SYRACUSE
\$25,888,761



C.J. Fair
Forward
\$943,478



DUKE
\$25,665,732



Jabari Parker
Forward
\$931,899



NORTH CAROLINA
\$24,011,268



James
Michael McAdoo
Forward
\$905,881



KENTUCKY
\$21,598,680



Julius Randle
Forward
\$810,790

**\$1.4
BILLION**

TOTAL REVENUE FOR
25 RICHEST COLLEGE
FOOTBALL TEAMS

**\$440
MILLION**

TOTAL REVENUE FOR
25 RICHEST COLLEGE
BASKETBALL TEAMS



in order to stay eligible on the field. If they're making good money while still in school, they may not care one lick about learning. "I just don't think we ever want to go down the path of creating an employee-employer relationship with student-athletes," says Bob Bowsby, commissioner of the Big 12 conference. "This is higher education, and it always ought to be higher education."

But too often, it's not. The federal graduation rate for football players at Big 12 school Oklahoma, for example: 38%. (Federal rates count athletes who transfer out or leave school for the pros as nongraduates; the NCAA's more generous "graduation success rate" for Oklahoma football is 47%; Oklahoma's federal rate for the entire student body is 65%.) At some schools, it's difficult to know what *graduation* really means: at the University of North Carolina, for example, grades were changed and bogus classes were offered for athletes and nonathletes alike. College sports are already impure; paying players can't make things much worse. At the highest levels, the games are mass entertainment.

As for the less crucial worry about competitive balance, it doesn't really exist in college sports right now since the best players are already going to the top schools. SEC schools have won the past seven national football championships. Nearly every top-ranked high school football recruit goes to schools in the SEC, Atlantic Coast Conference, Big 12, Big 10, Pac-12 or Notre Dame. Payments for basketball players wouldn't harm the NCAA's crown jewel, the March Madness men's basketball tournament. We could still see Cinderella. The kids who wind up at, say, Lehigh University go to Lehigh because Duke doesn't deem them good enough for a scholarship—and certainly

Video stars, NCAA scourges

Ex-UCLA star Ed O'Bannon and Arizona State QB Sam Keller have sued the NCAA, EA Sports and a licensing company over the use of their likenesses in video games

wouldn't deem them good enough for a scholarship plus more. So if Lehigh could upset the big stars from Duke back in 2011, they could still upset the big stars from Duke tomorrow, even if the Duke guys got some extra cash.

Most important, player payments would force schools to operate in an environment in which they're honest with themselves. Sports are a big business, and we value the exposure and revenue that it brings to our schools. But let's stop saying one thing—"we care for our student-athletes"—while doing another: preventing them from benefiting monetarily. "Living a lie," says Richard Southall, director of the College Sport Research Institute at the University of South Carolina, "is hard to do."

Within higher ed, there's clearly momentum to give athletes at least a little more than what they're getting now. "I think there is change likely on the horizon," says Nebraska chancellor Harvey Perlman, who is chairman of the Bowl Championship Series oversight committee. The NCAA membership has stalled a plan giving schools the option to offer a \$2,000 stipend to cover expenses beyond tuition, room and board, books and fees. Many schools at the lower levels of Division I said they couldn't afford it.

But at this point, the power football conferences seem determined to offer

at least some kind of extra. "I think we will find a way to provide all scholarship student-athletes with the full cost-of-attendance scholarship," says Perlman. As for anything above that, don't expect radical change, but universities' leaders are at least discussing it. "I don't think there's any doubt about that," says Martin, the Colorado State chancellor who was recently chancellor at LSU. "With the O'Bannon thing hanging out there, we're going to see a great deal more of a conversation about this than we've had before. Because we have to fix it one way or another."

Athletes are starting to speak up too. Chris Burnette, an offensive lineman from the University of Georgia, is pursuing an MBA during his final year of athletic eligibility. Though his pro prospects are strong, Burnette knows he can suffer a career-ending injury at any point. "The NFL is not promised at all," says Burnette. "For so many college athletes, at no other time in our lives will we be as valuable. To be able to capitalize on that would be great."

When he first arrived on campus in 2009, Burnette says, "I thought a scholarship was more than enough." During his freshman and sophomore years, Burnette opened a business on the side giving \$5 haircuts to his teammates to help pay expenses. (Burnette checked with the NCAA compliance officer before launching his dorm-room barbershop, just to be on the safe side.) Georgia football—which started the season ranked fifth in the country—generates \$75 million in annual revenues.

"I don't want to seem like a troublemaker or greedy," he says. "We're marketing tools for the programs but can't see the proceeds. In this country, it just seems backwards."

The U.S. has enjoyed a long, deep love affair with college sports. It's about time we finally paid for it. ■

The Week

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 Seeks to Protect
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President's Proposal Renews Debate Over How to Measure College Quality



COURTESY OF KEVIN CAREY

• **Kevin Carey**, director of education policy at the New America Foundation, says there is a "distorted view" that excellence can be defined by how many students a college turns away.



WHITE HOUSE

• **James R. Kvaal**, deputy director of the White House's Domestic Policy Council, said "a core mission" of the ratings system would be to assist colleges that serve low-income students.



JESSICA SABBAN, SHPWIRE

• **Diana Natalicio**, president of the U. of Texas at El Paso, said the federal six-year graduation rate fails to capture 70 percent of her students, and the measure tends to "mislead rather than inform."

By JACK STRIPLING

WASHINGTON
THE DEBATE over President Obama's plan to rate colleges based on access, affordability, and outcomes is beginning to take shape, and lobbying groups and think tanks are already warning of unintended consequences.

The president's plan has gained early support from proponents of bringing more accountability to higher education, but some analysts fear that a ratings system would punish colleges for accepting students from lower-income and other backgrounds who are less likely to complete degrees than their peers.

Once in place, the program the president has proposed would give larger Pell Grants and more-affordable loans to students attending higher-rated institutions.

Speaking on a panel at the New America Foundation here last week, one of the president's key advisers sought to allay concerns about the proposal. James R. Kvaal, deputy director of the White House's Domestic Policy Council, said "a core mission" of the ratings system would be to assist colleges that serve low-income students.

"It's also important to us that this

isn't a system of punishment," Mr. Kvaal said.

Mr. Kvaal was among four panelists to participate in the forum, titled "Higher Education's New Caste System." The panel, which was sponsored by the New America Foundation and the magazine *Washington Monthly*, was billed as a conversation about a broken higher-education system that puts low-income students at a disadvantage and perpetuates racial inequality. That theme, however, was largely eclipsed by a decades-old debate that has been reinving-

"Graduation rates are an entirely legitimate measure but should not be the sole measure."

orated by President Obama's proposal: How do we best measure quality across diverse postsecondary institutions that serve students with vastly different levels of preparedness?

President Obama says his proposed ratings system, which would

take effect in 2015, would ultimately measure whether colleges are giving students a good deal. The trouble is, there is precious little agreement about which metrics best answer that question.

If history is any indicator, college leaders will fight for metrics that make their institutions look best. Michael S. McPherson, president of the Spencer Foundation, which provides grants for educational research, said that institutions with low tuition, like community colleges, would push for an emphasis on affordability as a key measure in the ratings system. More-expensive colleges will attempt to shift the discussion to other measures of quality, he said.

"It's fairly clear that institutions are going to try to figure out whether they will be advantaged or disadvantaged by the likely rating system that folks come up with, and that's going to shape their views," said Mr. McPherson, a former president of Macalester College. "There's going to be a lot of energy around the details that are proposed."

Indeed. Within hours of President Obama's first speech describing his proposal, Molly Corbett Broad, president of the American Council on Education, cautioned that "the devil is in the

details." While expressing a willingness to work with the president, she immediately staked out opposition to tying Pell Grant awards to the ratings system, "which could have a profoundly negative impact on the very students and families the administration is trying to help."

IMPERFECT METRICS

Talk of a college ratings system will invariably reopen an old debate about the usefulness of the federal six-year graduation rate, which is often cited by policy makers as a measure of quality. The figure is criticized among higher-education experts, though, because it discounts significant numbers of college students. The six-year rate does not include students who transfer into an institution from a community college, for example, or students who transfer out of an institution and eventually graduate from a different college.

Diana Natalicio, president of the University of Texas at El Paso and a panelist at the forum, said the federal six-year graduation rate fails to capture 70 percent of her students. The measure tends to "mislead rather than inform," she said.

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THE CHRONICLE
 REVIEW ... SECTION B

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and yet it plays a prominent role in shaping public policy.

Jamie P. Merisotis, president and chief executive officer of the Lumina Foundation, said the problem is not the use of graduation rates, but rather the "obsession we have with single measures."

"Graduation rates are an entirely legitimate measure but should not be the sole measure," said Mr. Merisotis, who also participated in the panel.

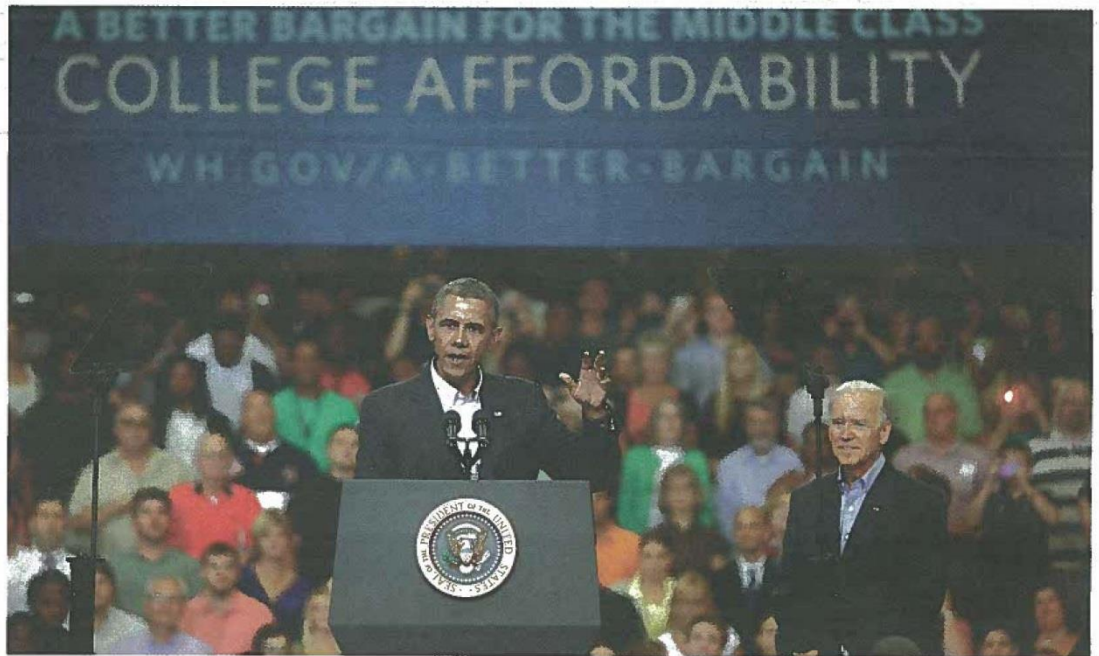
Some analysts argue, however, that any flaws in the graduation rate would be rendered moot if colleges embraced the use of a so-called unit-record system, which would track individual students' educational progress. Education Department officials proposed such a da-

"If they wanted a good measure they would have endorsed a unit-record system when it was proposed a decade ago."

tabase in 2004, but private-college leaders and conservative groups opposed it on the grounds that the system would compromise student privacy.

David A. Bergeron, vice president for postsecondary education at the Center for American Progress, said he believes that some college leaders prefer the use of a flawed measure like the six-year graduation rate because it allows them to discount it.

"If they wanted a good measure they would have endorsed a unit-record system when it was proposed a decade ago," said Mr. Bergeron, who previously served as acting as-



Some analysts fear that rating colleges—an idea central to the plan President Obama proposed during visits last month to Lackawanna College (above) and other institutions—would punish colleges that serve disadvantaged students.

JESSICA KOURKOUNIS, GETTY IMAGES

sistant secretary for postsecondary education at the Department of Education. "But they don't really want it because there are institutions that will look bad."

The Obama administration has been careful to bill its proposal as a "ratings" system as opposed to a "rankings" system. The slight distinction in nomenclature appears designed in part to tamp down concerns that the president is merely promoting a federalized version of

annual rankings done by *U.S. News & World Report*, a magazine that is frequently criticized for using selectivity and reputation as proxies for quality in its data.

"We're not talking about a rankings system where if you can gin up a few more applications to reject, you're going to leapfrog above a couple of institutions," Mr. Kvaal said.

Washington Monthly, which co-sponsored the panel, started

publishing an alternate rankings system in 2005. The rankings, whose most recent edition was published last month, "give high marks to institutions that enroll low-income students, help them graduate, and don't charge them an arm and a leg to attend," the magazine said.

Kevin Carey, director of the education-policy program at the New America Foundation and guest editor of the *Washington Monthly's*

2013 College Rankings, said there is a "distorted view" in the United States that excellence in higher education can be defined by how many students a college turns away. Mr. Carey, who is also a columnist for *The Chronicle*, said that view is harmful because it does not incentivize colleges to enroll students who face the greatest financial and preparatory challenges.

"That," he said, "is a powerful, powerful headwind to change." ■

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FABRIZIO COSTANTINI FOR THE CHRONICLE

Obama's Lofty Goals on College Costs Face Long Odds

By KELLY FIELD

PRESIDENT OBAMA has promised to “shake up” higher education, and his college-affordability plan, unveiled last month in a speech at the University at Buffalo, would do just that.

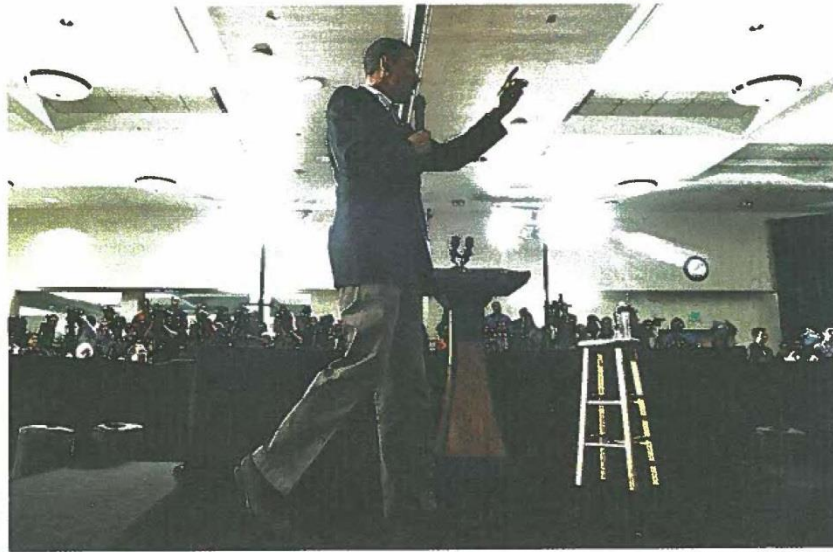
If enacted by Congress, his proposals would transform how higher education is financed in America, tying federal aid to college and student performance, and compelling states to spend more on public institutions. The plan would make student-loan debt repayment more manageable for borrowers and advance new modes of learning, such as massive open online courses and competency-based education.

But the ambitious plan, which builds on state-based experiments in performance-based financing and on the Obama administration's own budget proposals, relies on largely untested theories about what drives student and college behavior. No one really knows if the ideas would make higher education more affordable, and even some of the president's supporters have fretted about the potential unintended consequences of his plan to rate colleges, and to allocate aid based on those ratings.

Getting the plan through Congress won't be easy, either. Republicans have resisted efforts to link student aid to costs and learning outcomes in the past, arguing that the federal government should not pick winners and losers among colleges. In a statement issued after the president's speech, the chairman of the House of Representatives education committee, Rep. John Kline of Minnesota, warned that rating colleges could stifle innovation and lead to “federal price controls.”

Sen. Lamar Alexander of Tennessee, the top Republican on the Senate education committee, worried about “turning Washington into a sort of national school board for our colleges and universities.”

Even some of the president's supporters have fretted about the potential unintended consequences of his plan to rate colleges.



JEWEL SAMAD, AP, GETTY IMAGES

Though President Obama unveiled many proposals to revamp higher education at Binghamton U. (above) and two other campuses, only a few are within his power to effect.

While Republicans might back the president's efforts to tighten academic-progress requirements for student-aid recipients, that idea probably would not get much support from Democrats and student groups. And given budget constraints, there's almost no chance that Congressional appropriators will provide the \$1.25-billion the president is seeking in incentive grants for states and colleges.

Still, Mr. Obama can move a few pieces of the plan on his own, including his proposal to create a new college-rating system based on measures of access, affordability, and student outcomes. He can encourage more student borrowers to enroll in federal income-based repayment options. And he can use the Education Department's “experimental sites” authority to test new ways of awarding federal student aid, such as allowing it to go to high-school students taking college courses or

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Elements of the President's Plan to Make College More Affordable

President Obama's plan makes some bold proposals for reforming higher education, although he can't effect them all himself. Some would require approval from Congress.

The White House could:

- Promote the use of federal income-based repayment options among student-loan borrowers
- Test new ways of teaching and awarding federal student aid with the use of the Education Department's “experimental sites” program; for example, allow aid to pay for tests of prior learning, or to go to high-school students enrolled in college courses
- Build a new classification system for colleges, using measures of student success, access, and affordability

These proposals would require Congressional approval:

- Tying federal aid to colleges based on the proposed new ratings system
- \$1-billion for Race to the Top-style grants to states to encourage higher-education support and innovation
- Financial incentives for colleges that graduate more Pell-eligible students; banning colleges with high dropout rates from distributing Pell money in lump sums
- Legislation to tie student aid to progress toward a degree
- \$260-million for a fund to promote innovation and put United States students back on top in global higher education
- Making all student-loan borrowers eligible for the most generous income-based repayment

—LEE GARDNER

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THE CHRONICLE REVIEW ... SECTION B

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to pay for tests that measure previous learning and competencies.

EMPOWERING CONSUMERS?

Just publishing the ratings could help prospective students cut through the clutter of data and make more-informed decisions about where to attend college, said Robert Shireman, a former top Education Department official. The key, he said, would be to make it simple, well designed, and visible to students and guidance counselors.

Publishing the ratings could also build political support for awarding government funds based on results, by shining a light on poorly performing institutions, said Amy Laitinen, deputy director for higher education at the New America Foundation.

"It will make it harder for Congress to justify continuing to spend money on failing institutions," she said.

Skeptics say there's little evidence that would-be students are aware of existing information on college performance, or that it influences their choice of where to enroll. As one senior Republican aide put it, prospective students don't look at low graduation rates and assume they'll fail—they wonder, "What's wrong with all those other suckers?"

Taking college ratings to the next level and tying them to financial aid might actually reduce political support for student aid, because it would shift money away from colleges in some appropriators' districts, the aide said.

"If the money isn't going to schools in their districts, why the hell would they fund Pell anymore?" the aide asked. "By keeping it student-based, there is equal pressure on every member to support Pell."

College lobbyists, meanwhile, are uneasy about plans to rate their institutions based on imperfect data. They point out that some of the data the administration is proposing to use are incomplete or unavailable, including federal graduation rates that don't take account all students, and earnings data that are still missing from the government's College Scorecard comparison tool. (Ms. Laitinen said it's ironic that college lobbyists are bemoaning the lack of good data when they played a major role in thwarting efforts to create a "unit record" system, to track student outcomes more broadly.)

'PERVERSE INCENTIVES'

Even some of Mr. Obama's strongest supporters have expressed only lukewarm support for the college ratings idea. After his speech in Buffalo, the U.S. Public Interest Research Group issued a statement that praised the president's efforts to provide students with "more options and better information," but did not endorse the ratings idea. Ethan Senack, the group's higher-education associate, said it was not taking a position on the proposal.

The Institute for College Access and Success, known as TICAS, said it welcomed efforts to "reward colleges that prioritize access, affordability, quality, and student success," but

warned that it would be "easy to do this poorly and hard to do it well."

The biggest concern among student and consumer groups is that the ratings would encourage colleges to dumb down their standards or turn away at-risk students. Some fear the earnings information could discourage students from pursuing low-paying public-service professions, such as teaching and social work. Ultimately, they ask, is it really fair to deny federal aid to students because their college charges too much or because their state cut spending on higher education, forcing the college to raise tuition?

In a similar vein, they worry that requiring students to complete a certain percentage of their classes before receiving continued student-aid funds, as the president proposed, could penalize nontraditional students, who often take longer to complete their programs because of work and family obligations.

"If you got the incentives right,

"It will make it harder for Congress to justify continuing to spend money on failing institutions."

you could get more students to graduate," said Rory O'Sullivan, policy and research director of the Young Invincibles, an advocacy group representing 18- to 34-year-olds. "But you don't want to unintentionally punish students who face the biggest barriers to completion."

The secretary of education, Arne Duncan, told reporters that the administration shared advocates' concerns about "perverse incentives" and would "take its time developing the new rating system." In a fact sheet describing the president's plan, the White House promised to hold public hearings around the country to gather input from students, parents, state leaders, college presidents, and others to develop gauges that would "put a fundamental premium on measuring value and ensure that access for those with economic or other disadvantages are encouraged, not discouraged."

A related challenge will be choosing data that are meaningful to all students, given the wide variation in net prices and postgraduate earnings within institutions, said Ben Castleman, an acting assistant professor of education at the University of Virginia who has studied how prospective students make decisions.

"It's important to choose elements that will give students a good sense of their potential for success," he said.

UNTESTED IDEAS

The president's plan to tie aid to college performance builds on his previous proposal to expand the Perkins loan program and award additional aid to colleges that keep tuition down, provide "good value," and serve low-income students ef-

fectively. That idea, which has appeared in various forms in the last five presidential budgets, hasn't gotten much traction in Congress, though some college and advocacy groups have embraced it.

More than a dozen states appropriate some money to colleges based on performance measures, such as credit or degree completion. But only a handful allocate a large portion of their tax dollars using such formulas, and it's too soon to say whether the nascent experiments are working.

In Tennessee, the first state to appropriate nearly all of its higher-education money based on outcomes, the policy has led to more support for struggling students, along with improvements in remedial education. Still, some faculty members say they've felt pressure to water down their courses to get more students to graduate.

The idea of using student aid as an incentive for students' timely progress is being tested by the non-profit research group MDRC, with support from the Bill & Melinda Gates Foundation. The project provides students with extra aid if they take a minimum course load and maintain a C average—an effort to encourage them to complete college faster. Early results suggest that the additional aid has had a "modest" effect on student achievement but little impact on retention.

President Obama has taken a slightly different approach from the research group, proposing stricter standards of "satisfactory academic progress" for existing aid, not new money. That idea—a nod to shared responsibility—is more likely to get support from Republicans than Democrats, said Andrew P. Kelly, director of the Center on Higher Education Reform at the American Enterprise Institute.

MDRC, along with TICAS, is also testing the idea of disbursing Pell Grants gradually, rather than in lump-sum payments at the start of each semester. The hope is that the incremental sums will let working students spend more time on academics. So far, the groups have tested whether the idea is feasible but not whether it is effective, said Robert J. Ivry, a senior vice president of MDRC. He said researchers don't yet know whether the project can be scaled up, or what the effects of doing so would be.

Mr. Kelly predicted "tough sledding" for all of the president's performance-based proposals, noting that even his base is ambivalent about the ideas.

"I'm not sure who his constituency is," he said. Even if student and consumer groups get on board, they're outmatched by the college lobby "when it comes to money and influence."

Ultimately, the most that may come from President Obama's bold agenda to curb college costs is increased transparency (for good or bad) and an increased enrollment in income-based repayment. In the end, the president can't remake higher education on his own. He can only shine a light on its problems, and exhort states and colleges to step up and do more.

Beckie Suptiano contributed to this article.

Tying Federal Aid to College Access and Outcomes: a Timeline

February 26, 2009: President Obama unveils a preliminary budget for the 2010 fiscal year that would abolish the bank-based student-loan program and use the savings to raise the maximum Pell Grant, making it an entitlement. The plan also calls for expanding the Perkins loan program from \$1-billion to \$6-billion, and for using a portion of the money to reward colleges that control costs and expand need-based aid.

March 25, 2010: Congress gives final approval to a bill ending bank-based lending and increasing student aid.

February 14, 2011: In his budget for 2012, Obama calls for \$50-million for a Race to the Top-style grant competition to spur state higher-education reforms. He also requests \$125-million to test innovations in college completion and repeats his Perkins proposal.

October 25, 2011: The Education Department and the Consumer Financial Protection Bureau together release a model financial-aid award letter, with the goal of making it easier for students to compare offers.

January 24, 2012: The president uses his annual State of the Union address to put colleges on notice that the government will not continue to "subsidize skyrocketing tuition." In an accompanying blueprint, he threatens to withhold aid from institutions that "don't keep net tuition down and provide good value."

January 27, 2012: In a speech at the U. of Michigan, Mr. Obama fleshes out his plan and promises to create a "scorecard" that provides information for prospective students on college costs, graduation rates, and potential earnings.

February 2, 2012: The White House releases its draft scorecard, seeking feedback. Critics complain that it lacks critical information and is not user friendly.

February 13, 2012: Obama increases his budget request for a higher-ed Race to the Top grant to \$1-billion, and asks for an additional \$55-million for a competition to encourage innovation and productivity among colleges.

April 27, 2012: Obama issues an executive order on veterans that requires colleges receiving tuition-assistance money to use the government's model financial-aid award letter, or "shopping sheet."

February 12, 2013: Obama again uses his State of the Union address to take colleges to task over rising tuition, warning that "taxpayers can't keep subsidizing higher and higher and higher costs for higher education." The following day, he releases an updated version of the scorecard.

March 19, 2013: The Education Department announces that federal aid can be awarded for "competencies," and not just credit hours, opening up the federal coffers to new models of learning.

July 24, 2013: In a speech at Knox College, Obama promises "an aggressive strategy to shake up" higher education.

August 22-23, 2013: Obama outlines that strategy in speeches at three campuses in Upstate New York and Pennsylvania.

—KELLY FIELD



President Obama used his 2012 State of the Union speech to tell colleges that the government would no longer "subsidize skyrocketing tuition."

Oregon's 'Pay It Forward' Loan Plan May Shift Costs to Students

By ERIC KELDERMAN

It's not surprising that a group of students would come up with a plan to try to eliminate the need for student loans. Some state legislators across the country have quickly embraced the concept but have yet to thoroughly examine the proposal, which could end up costing many students more money than they are now paying for their loans—or even more than their total tuition.

That's just one of several potential challenges facing the idea, which was proposed in December by students at Portland State University, in Oregon. Under their plan, called "Pay It Forward," students could defer the cost of college tuition while they are enrolled. Instead, for 24 years after graduating with a bachelor's degree, the students would pay 3 percent of their annual earnings into a special fund used to cover the costs of students attending public colleges. In that way, current students' costs would be borne by the payments of former students.

Lawmakers in Oregon latched onto the idea and overwhelmingly supported a bill, signed by the governor in early August, to study and, possibly, to create a pilot program based on the students' proposal. While that's a long

way from becoming reality, the idea has spread to lawmakers in at least four other states—New Jersey, Ohio, Pennsylvania, and Washington.

"By placing a limit on the amount students pay ... new graduates wouldn't be burdened with excessively high monthly student-loan payments, and would be able to commit greater amounts of their income to economically beneficial activities," State Rep. Brendan F. Boyle, a Democrat, wrote in a memorandum to his colleagues in the Pennsylvania House that announced that he would introduce a bill to study the plan. Oregon legislators who sponsored the bill did not respond to a request for comment.

But the enthusiasm for such measures reveals either naïveté or willful ignorance about the potential risks and rewards to both students and the state, not to mention basic economics. And it could lead to an even greater shifting of costs from states to students if the trend of declining state support continues at the pace of the past decade.

MATH PROBLEMS

Supporters of the Oregon plan, which was written as a capstone

project in a course on student debt, have identified one major challenge for their proposal: an estimated \$9-billion start-up cost, which would have to be covered by state debt or philanthropy. That money would be needed to pay the tuition of students who participate in the plan until the state breaks even, projected to be in the 25th year.

Assuming that \$9-billion could be found to begin Pay It Forward, several other basic problems would have to be dealt with, including the possibility that students who expect to earn even a moderate middle-class salary might be better off borrowing from the federal government.

An analysis by Mark Kantrowitz, a financial-aid expert who works for the company Edvisors, shows that graduates who earned an average annual salary of a little more than \$55,000 would pay back more to the state than they would have paid for a traditional student loan, including interest and assuming a 2-percent annual increase in salary. A full-time worker with a bachelor's degree who earned the national median annual salary of \$56,000 would pay about \$3,000 more to Pay It Forward, adjusting for inflation, than he or she would for a 10-year loan at a 6.8-percent interest rate, according to Mr. Kantrowitz.

That means roughly half of the students who earn bachelor's degrees would have a financial incentive to not participate in Pay It Forward.

Without high earners paying into the system, the program would probably be unable to cover the tuition costs of lower-income students, who would benefit most from Pay It Forward, raising the cost for the state.

The plan could also encourage students who expect to earn more to attend private colleges and thus avoid the system, Sara Goldrick-Rab wrote in an analysis of Pay It Forward for the Century Foundation.

Growing student debt is the fault of both colleges, which have increased nonacademic spending to create an "elite social experience" for a small number of students, and state disinvestment in public higher education, writes Ms. Goldrick-Rab, an associate professor of educational-policy studies and sociology at the University of Wisconsin at Madison and a senior



RICK BOWMER, AP IMAGES

Graduates would pay 3 percent of their earnings into a fund for 24 years under a loan-repayment proposal by students at Oregon's Portland State U.

scholar at the Wisconsin Center for the Advancement of Postsecondary Education.

INFLATED EXPECTATIONS

The original Pay It Forward proposal acknowledged that many students would pay back something extra into the system: An average student who deferred about \$32,000 in tuition, and had a starting salary of about \$27,000, would pay back an additional \$7,400, according to figures from the Oregon Center for Public Policy.

In Mr. Kantrowitz's calculations, which include an above-average total debt of nearly \$30,000, the total interest paid over 10 years for a traditional student loan would be \$7,611.

Those figures underscore the point that lower-earning graduates would get the greatest benefit from Pay It Forward.

But even if many higher-earning graduates participated, the program might still not pay for itself because the proposal has not yet accounted for inflation, which continues to drive up spending by public colleges even as state appropriations for higher education have stagnated or fallen in recent years.

In Oregon, such state support fell nearly 20 percent from the 2008 to the 2013 fiscal years, according to the annual Grapevine survey from Illinois State University. Nationally, state spending on higher education fell nearly 11 percent.

Expenses at public colleges, however, increased more than 3 percent

from 2011 to 2012—nearly twice as fast as the inflation rate, according to a recent analysis by Moody's Investors Service.

Accounting for a 3-percent annual inflation rate, students would have to pay back double their tuition over 24 years to cover the costs of a student enrolled in that year—or the state or colleges would not be able to cover their growing costs.

MOVING THE BURDEN

All of those factors highlight the greatest shortcoming of the Pay It Forward proposal: While students would be bound to repay the costs of their tuition, there is no guarantee that states would continue to subsidize public colleges at the same level for a quarter century.

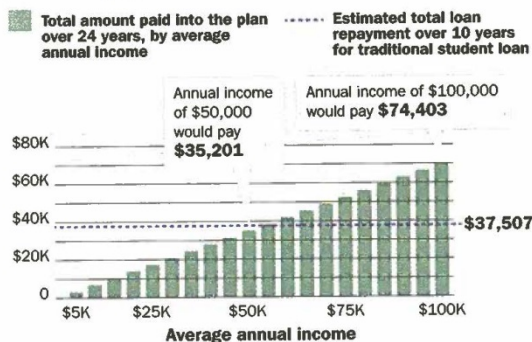
While the original proposal speaks briefly about the state's maintaining its level of support for higher education, it is unlikely that any state legislature would or could ensure that in a statute. There is also no reason that alumni paying in 3 percent of their annual salaries couldn't be required by law to pay in a higher percentage over time.

Some lawmakers may even conclude that setting students' contributions by law would enable a state to finally eliminate all support for higher education, Mr. Kantrowitz warned.

"Legislators hope," he said, "that this is a magic solution that shifts the cost of higher education from the state to the alumni."

How the Pay It Forward Plan Compares

Under a proposal in Oregon to ease student-loan debt, the amount a student pays into the plan would be 3 percent of his or her income as a graduate. Depending on how much the graduate earns, the total amount paid could exceed the amount paid in a traditional student-loan program.



Note: The total amount paid into Pay It Forward would include a 2-percent annual salary increase. The total repayment for a traditional loan is based on the annual average debt of an undergraduate at the University of Oregon (\$7,474) multiplied by four, with an interest rate of 6.8 percent.

SOURCE: MARK KANTROWITZ, EDVISORS

Advocates for Historically Black Colleges Threaten to Sue Over PLUS Loans

A COALITION representing historically black colleges and members of the Congressional Black Caucus is threatening to sue the U.S. Education Department over changes in eligibility it made two years ago in the Parent PLUS loan program.

In a letter sent last month to members of the National Association for Equal Opportunity in Higher Education, Lezli Baskerville, the group's president and chief executive, said that while the group ap-

preciated the department's promise to revisit the issue next spring, "these actions should have taken place before the department made this significant policy change, not in its aftermath."

"The administration has left us with no choice but to pursue legal action," she wrote.

Nearly 70 percent of Parent PLUS loan applicants at historically black colleges (more than 39,000 individuals) were denied the loans from March to August 2013, ac-

ording to Education Department data provided to the coalition. The department later wrote to a quarter of those applicants suggesting that they appeal the denials, and 43 percent did so. Eventually 94 percent of the denied applicants who filed appeals (roughly 4,000 families) were approved for loans.

The Education Department tightened its underwriting criteria for PLUS loans in 2011, with no notice and little explanation. It did not conduct any analysis

before making the changes, and department officials seemed surprised when loan denials shot up by 50 percent for parents of students at historically black colleges and universities.

Since then the department has been under intense pressure to loosen the criteria or revert to the previous standards for awarding loans. Officials have promised to reconsider the changes in a rule-making process scheduled for the spring.

Proponents of the tighter stan-

dards argue that the department should not be making loans to families that are likely to default.

In a response to the coalition's letter, Cameron French, an official at the Education Department, said it had expanded its "reconsideration process, including direct contact with HBCU presidents to better serve those previously denied a PLUS loan and alerting them to the high likelihood they will be approved if reconsidered."

—KELLY FIELD



Broad Education vs. Industry Specific Skills

(<http://www.insidehighered.com>)

Poll: Most Americans and business leaders say graduates should be well-rounded

Submitted by Michael Stratford on September 18, 2013 - 3:00am

A large majority of the American public and nearly three-quarters of business leaders say it is more important for job candidates to be well-rounded with a range of abilities than to have industry-specific skills, two new national surveys [released Tuesday](#) [1] show.

A July survey of 263 hiring managers and an August poll of 1,000 American adults conducted by FTI Consulting on behalf of Northeastern University show that majorities of the public and business leaders value broadly applicable skills like written communication and problem-solving over specific skills obtained through applied training.

Still, the poll found that Americans overwhelmingly want colleges and universities to focus on integrating practical experience, such as internships, into their curriculums. In large numbers, both business leaders and the general public agreed that students with internship and other work-related experience tend to be more successful in their careers.

On broader questions about the state of U.S. higher education, respondents to the poll affirmed the value of higher education but 62 percent said that the current system is doing only a fair or poor job of preparing college graduates for the work force.

Eighty-seven percent of the American public and 83 percent of business leaders said that U.S. higher education needs to change in order to remain competitive with other countries.

The quality of one major change in higher education over the past couple of decades -- the rise of online programs -- has been met with some skepticism, the poll and survey revealed.

A declining proportion of the American public -- 41 percent, down from 49 percent last year -- said that online education provides "similar quality" compared with traditional colleges and universities.

Business leaders shared that concern about the disparity in quality. But about half of both groups said they expected online programs to become just as accepted as traditional credentials among employers within the next five to seven years. Adults aged 30 to 39 were the most optimistic about the future value of online education, and adults over 60 were the least likely to agree that online programs would be viewed on par with traditional education, the survey found.

Source URL: <http://www.insidehighered.com/news/2013/09/18/poll-most-americans-and-business-leaders-say-graduates-should-be-well-rounded>

Links:

[1] http://www.northeastern.edu/innovationsurvey/pdfs/Northeastern_University_Innovation_Imperative_Higher_Ed_Outcomes_Poll_Deck_FINAL_Delivered.pdf

Higher ed succession planning: Who will follow the leader?

How succession plans are being used to grow and promote in-house talent at all levels of the campus organization

By:

[Carol Patton](#)

[University Business, September 2013](#)

[*Succession planning is moving from the private sector to higher education administration.*](#)

Also in this article

[Tips for effective succession planning in higher education](#)

Zero. Zip. Zilch.

That's what [college president](#) Don Cameron found after searching the internet back in 1996 for colleges with succession plans. Surprisingly, not much has changed, since such programs are still not common within higher ed institutions.

As president at Guilford Technical Community College in Jamestown, N.C., Cameron had just turned down a job offer from another college, which caught the attention of Guilford's board chairman. After realizing there wasn't a Plan B if Cameron had resigned, the chair asked Cameron to develop a succession plan for executive positions at the school.

Almost 20 years later, Allison Vaillancourt, vice president for HR and institutional effectiveness at the University of Arizona, recently attended a conference targeting [human resources](#) professionals in higher education. Although succession planning was on the agenda, she says very few people, if any, could address the topic.

"Succession planning strikes many people [in higher education] as slotting and favoritism. We just have a huge commitment to the competitive process for positions," Vaillancourt says.

Encouraging employees

Many believe succession planning belongs in the corporate sector, where in-house promotions are more the norm than the exception. Nearly three-quarters (71 percent) of senior and mid-level business, HR, and management professionals "rendered leadership succession more important than ever before," according to results of a 2011 survey conducted by the American Management Association, "Organizational Bench Strength and Succession Plans."

Although 20 percent reported they were unprepared to replace key leaders, 83.5 percent reported that senior management teams are committed to promoting from within.

Officials at some institutions have challenged the idea that succession planning isn't needed in higher education. They consider the high costs of employee turnover and lost productivity as new employees get up to speed on the organization's culture, processes, and people. Why not

offer staff and faculty opportunities to advance their own skills and knowledge to assume leadership positions across campus?

Still, not everyone is convinced that such programs have a home in academia. Stephen Joel Trachtenberg, president emeritus and professor of public service at The George Washington University in D.C., says that a different protocol and culture exist on the academic side of the house versus in administration.

Say the philosophy department is looking for a new chair. Administrators will look internally, says Trachtenberg, also chair of the higher education practice at Korn/Ferry, a global executive recruitment firm. “But it is more traditional to see if the department can induce a philosopher to come from another institution that is considered more academically elite than its own, with the thought that that’s the way of enhancing its own department.”

Also, many professors prefer teaching and conducting research to performing administrative functions.

For staff positions, however, Trachtenberg tells a different story. In his experience, employees typically feel discouraged if there are no clear paths for promotions and will seek employment elsewhere.

“If they don’t have an opportunity to move within the organization, their loyalty to the institution isn’t as deep or robust as it would be otherwise,” he says. “You need to look at the future of the individuals in the organization and their continuing role ... going forward.”

Promotion preparation

Some succession plans focus on senior staff. That’s a big mistake, according to Cameron at GTCC, who developed The President’s Leadership Seminar in 1997, which is still in place for the school’s 800 staff and faculty.

Although Cameron and department supervisors encourage those they see as potential leaders to apply for participation, any employee is eligible. Each year, roughly 25 are selected for the five-day program, which includes mock job interviews and guest speakers. For example, participants hear from a panel of college presidents and the finance director of the state’s community college system, who explains how colleges are funded.

One month into the program, participants are asked to commit to a second year. Most do, says Cameron, now a senior associate at National Search and Education Consulting. These employees are divided into teams of five to address a major goal, such as how the college can more effectively work with students in developmental studies. They spend the next eight months researching the goal, benchmarking it against other colleges with similar programs, and developing a budget for their recommendations. Then each team presents this information to the president’s council.

Cameron says the teams offer additional benefits, including solving administrative challenges. One team, for example, improved the registration process that led to a one-stop shop, while another set up a developmental math program, enabling students to progress at a faster pace.

Between 2006 and 2011, 75 percent of vice president, dean, or director positions were filled in-house. But what Cameron is most proud of, he says, is that 13 of the VPs who participated in the program moved on to become presidents at other colleges.

Such programs can also reveal hidden talent. The Leadership Academy at Rollins College in Florida, which consists of two, 12- to 16-week courses, helps identify future leaders for promotional opportunities, says Matt Hawks, human resources director at the liberal arts college. Rollins has offered a course called Leadership Foundations for the last 10 years. Participants attend a series of workshops to enhance their knowledge, skills, and ability to relate with others and work as a team.

The second course, Advanced Leadership Program, is eight years old. It incorporates leadership coaching, 360-degree surveys involving their staff and peers, problem solving, and community building.

The academy is open to all 730 staff and faculty. More than half of the participants who complete the first course enroll in the advanced program. More than 80 percent of the school's key managers have completed one or both programs.

"HR has a good sense of how capable they are of demonstrating the skills we're teaching and how effective they are in their relationships with others," says Hawks.

That department, along with the school's deans, is exploring the need for a similar program exclusively for faculty interested in administrative roles. "Their participation in the program gives us a context to identify who our more effective performers are in the leadership area," he says.

Encouraging faculty to pursue high-level administrative jobs across campus is the main intent of the Leadership Whittier program at Whittier College in California. Aimed at helping them understand the various roles on a campus, the program has a current enrollment of three-quarters faculty and the rest administrators.

The program was launched two years ago by the college's president, Sharon D. Herzberger. Kristin Wiberg, executive assistant to the president, says Herzberger was "horrified by the statistics that showed few people aspired to higher education administration and even fewer aspired to the presidency."

Like other programs, participation is by invitation from senior administrators. So far, 20 people have completed Leadership Whittier, which takes place at the president's home. A different division head speaks at each of the five sessions, followed by a banquet. After the program, the

president and other school leaders continue to mentor participants interested in administrative careers.

“It’s a small initial effort, but we’re pleased with how it’s going so far,” says Wiberg, adding that some participants have accepted faculty leadership roles. “It’s an important issue for places even as small as Whittier to consider.”

Program partners

Succession planning doesn’t have to be a solitary effort by a college or university. Consider Gettysburg College in Pennsylvania, which joined forces last September with nearby Bucknell University and Dickinson College to create the Higher Education Leadership Institute of Central Pennsylvania.

“The overview of the program was a multi-institutional initiative designed to help prepare administrative leaders from these three schools in addressing the complex challenges facing higher education,” says Jennifer Lucas, codirector of HR at Gettysburg College. “Each school identified as many as five participants, essentially key administrators, and each college offered a different program.”

Gettysburg, for instance, hired a consultant who was an expert in Civil War leadership. Lucas says participants toured the Gettysburg battlefield and discussed the competencies of war leaders. The 14 participants were also required to read leadership books throughout the year. They received three coaching sessions and developed career action plans.

“This is our first step,” says Lucas. “There are certainly some challenges to doing this from a resource perspective, but there are ways to deal with challenges that are doable even for small institutions.”

Future leaders stepping up

Participants in leadership programs should have opportunities to demonstrate their leadership abilities, although that aspect of succession planning doesn’t always exist.

Lucas says Gettysburg, Bucknell, and Dickinson officials are exploring various applications and may invite past participants to mentor those in future programs.

Likewise, those who complete the Academic Leadership Institute at the University of Arizona are routinely tapped to serve on project teams or committees where they have opportunities to apply their leadership skills, says Vaillancourt.

In its fourth year, the year-long institute is highly competitive and attracts department heads and other execs. Up to 25 people are selected by the institute’s advisory board and then participate

in workshops involving 360 evaluations and other assessments, and address topics such as cultivating allies, expanding influence, and achieving agreements.

Through a similar Management in Action program at University of Arizona, managers (as opposed executive-level administrators) attend monthly workshops throughout the year as well as receive four coaching sessions. And the university's College of Medicine offers a year-long program, Learning to Lead, for physician faculty who may be interested in a leadership position.

Vaillancourt says that some departments or colleges within the institution have requested leadership programs just for their staff.

"We really don't like to do that because we think it's important for different perspectives to be expressed," she says, adding that 35 percent of the University of Arizona's 15,000 employees have been promoted. "That's one of the values of the program—spending time with people who have very different perspectives and experiences."

But the real takeaway is that these programs provide an internal pathway for talented employees, adds Ann Weaver Hart, president of the University of Arizona.

These programs "open opportunities for career advancement within the university, helping us retain these key employees," she says. "Excellent leaders also attract top talent to the university and help create a culture of high performance, which helps the university more quickly and effectively reach its goals."

Carol Patton, a Las Vegas-based writer, is UB's Human Resources columnist.

In Admissions, Old Playbook Is Being Revised

By ERIC HOOVER and BECKIE SUPIANO

TO SOLVE A MYSTERY, one must search for clues. So in August, St. Mary's College of Maryland polled the 1,700 teenagers who had been offered slots in this fall's freshman class. The underlying question: Why had so many of them decided not to come?

St. Mary's offered students a chance to win an iPad if they answered a handful of questions. Those who planned to enroll elsewhere were asked what, if anything, the college could have done to sway them. All were asked whether parents, friends, and high-school counselors "spoke positively" about the college. Also: "What news have you recently heard about St. Mary's?"

Lately the news hasn't been good. In May the public honors college announced that it was about 150 deposits short of its goal of enrolling 550 freshman and transfer students for this fall. The deficit was projected to cost as much as \$3.5-million in lost tuition. Budget cuts followed. The president and the top enrollment official left. A few months later, the college's bond rating was downgraded.

Enrollment shortfalls happen somewhere every year. One as severe as that at St. Mary's, however, is rare. Still, when a college announces a big drop, admissions officers thousands of miles away take notice. Especially now, with doom in the higher-education forecast, uncertainty haunts the profession. Every year presents a new puzzle: how to fill a class and bring in enough tuition revenue to run the college. Nobody wants to preside over the next big shortfall; nobody wants to lose his job.

A bad year prompts guesses over who or what is to blame. Recent news reports have described enrollment crises as a result of uncontrollable forces: weak economy, demographic shifts, technological change. In those renderings, small, tuition-dependent residential colleges are done for—the first casualties of the higher-education bubble bursting.

A college, though, is to a large extent responsible for its own success or failure. Admissions officers can't control who graduates from high school, or how much money a family chooses to spend on a degree. But many decisions made by enrollment chiefs—and the presidents and trustees to whom they answer—can greatly influence a college's year-to-year enrollment fortunes. Wise choices can bring prosperity. Poor choices can lead to empty beds and layoffs.



Yet knowing the difference between sound strategies and iffy ones has become more difficult. And the natural laws of college admissions are changing. In short, the old playbook doesn't work the way it used to. Some popular policies have led to short-term success but also ushered in unforeseen problems.

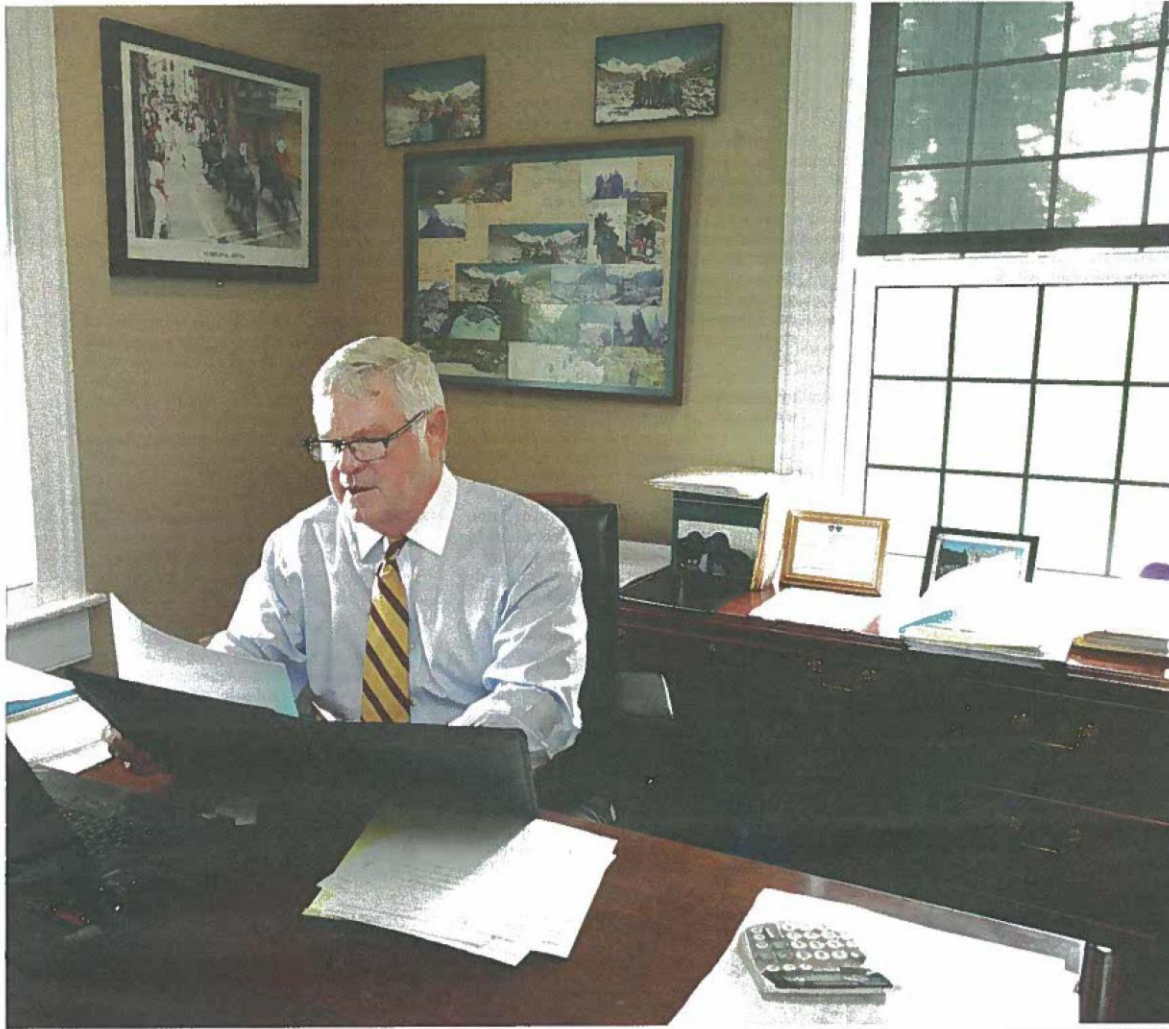
For a long time, colleges have chased more and more applications, touting ever-growing totals as a sign of their desirability. But those piles sometimes produce only the illusion of prosperity. A double-digit increase in applications might precede a double-digit drop in freshmen.

Colleges that have embraced marketing with every arm are finding that even the slickest campaigns don't always deliver deposits. Recruiting farther and farther afield can help plug enrollment holes—or become an expensive wild-goose chase. More colleges have outsourced recruitment strategies to consultants, who sometimes peddle the same tricks, saddling campuses with a generic approach.

Meanwhile, college leaders tend to see enrollment managers as magicians who can somehow bring in the perfect class and bolster the bottom line. But even as those managers devise intricate recruitment strategies, many of them find that they can't hit their goals without administrators, professors, students, and alumni also making the case for prospects' futures on campus and beyond. Among families, the obsession with "getting in" to the right college is surpassed only by "getting out" with the right job.

In this era, "know thyself" is good advice. After unexpected shortfalls, St. Mary's and other

In Focus



SARAH WEEDEN FOR THE CHRONICLE

"When I stand up and talk to parents, I tell them I'm not going to bore them and insult them by saying how nice the trees are and how nice the buildings are," says Robert Murphy, of Hobart and William Smith Colleges. "If you're the dean of admissions now, you'd better be able to talk about outcomes."

colleges have been forced to re-examine their admissions policies and marketing strategies, to rethink their whole approach. Although external forces—the economy, bad luck—are often cast as the culprits of a crisis, some of the most essential clues to what went wrong lead right back to decisions made on campus.

DETERMINING CAUSE and effect is a challenge in college admissions. Recruitment is a tangle of tactics; the impact of each one is hard to gauge. And even the measurements colleges do have aren't as meaningful as they once were.

Not long ago, Stephen Mortland could tell his Board of Trustees in March or April almost exactly how many freshmen would show up the following fall, based on the number of applications, acceptances, and deposits. Now he can't—at least not confidently. "The predictability year to year is gone," says Mr. Mortland, vice president for enrollment management and marketing at Taylor University, a Christian institution in Indiana.

Take 2012. In February deposits were down, and he told the board to brace for a class of only 450 students, well short of the goal of 485. Yet 505 came. This year the university aimed for 485 freshmen and got 465.

The notion of annual enrollment cycles, with recurring patterns, Mr. Mortland has concluded, is no longer a useful way of thinking. Now he encourages administrators and trustees to look not only at the total number of applicants, but also at, say, the growing racial and ethnic diversity within the pool.

Real-time data can tell a college more than an application tally can. What growth has there been in applicants planning to major in elementary education this year? Based on historical data, how much more or less likely are they to enroll than those in other majors? Who visited last week? How many prospects are on the Facebook page right now?

Still, the allure of inflating applicant pools is powerful. Several years ago, Taylor introduced a "fast app," a partially filled-in, one-page form that let students apply quickly. Applications soared. "Everybody felt great, everybody was smiling," Mr. Mortland says. But the strategy did not help the college enroll a bigger or better class. He worried that the application made Taylor seem like any other place. "A lot of expense, a lot of energy, but the same result," he says. The college ended the experiment after just one year.

Although application totals are important, some enrollment leaders have come to describe them as fool's gold. "It's partly our fault," Mr. Mortland says. "For years we've made that the metric."

Go-to tactics to raise the total—marketing campaigns, fast apps—are less tempting than they used to be, he says. "We've gotten tired of just going to the enrollment quiver and picking out strategies, another consultant, another viewbook, another Web site. We're more open to saying, You know, this doesn't work."

Many colleges have long relied on one or more higher-education consulting firms to help shape recruitment plans. In some cases, those contracts have engineered major enrollment turnarounds. Still, consultants' forecasts

aren't always right. Some enrollment leaders say a college can become too dependent on outside advice. And when loads of clients are all trying the same thing, the same way, what advantage does that bring?

When Tom Delahunt came to Drake University, in 2005, consultants advised him to cast a wider recruitment net, given the demographic projections in the region around Iowa. "All these people were saying, 'Tom, you're gonna have to find other markets—California, Texas, the mid-Atlantic,'" he says. At the time, Drake had two admissions officers based in Chicago, and a consultant had recommended adding four more, in Dallas, Denver, St. Louis, and Southern California.

But Mr. Delahunt, vice president for admission and student financial planning, scrapped that idea and eliminated the Chicago-based positions. His plan: Establish better connections with prospective students who weren't so far away, including those from small towns and high schools that had sent relatively few applicants to Drake. The admissions staff doubled down on Iowa and surrounding states, which has helped the university grow—and diversify—its student body. "We didn't really recruit there before, because the analytics were telling us it wasn't worth our time," he says. "But it was."

Strategies that succeed at one college might not work for a competitor. There's no guarantee they'll even work at the same college for long.

An enrollment manager can't ever sit still. Last year inquiries and applications to the University of Denver leveled off after years of

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 growth. Public and private colleges it competes with were discounting tuition more heavily, says Tom Willoughby, vice chancellor for enrollment. And Denver's strategies—like searching for students in specific geographic markets—weren't working as well anymore.

"If we didn't do something different," Mr. Willoughby says, "we were probably going to lose market share."

So Denver decided to expand its reach, looking for students who fit its criteria regardless of where they lived. Starting last summer, the private university, which draws more than 60 percent of its students from outside Colorado, searched for students nationwide, buying more names, mostly from the College Board and ACT, than ever before.

That shift is the main reason Denver was able to bring in a larger class this fall, Mr. Willoughby says. Last year's class was 1,214, about 20 students short of the goal. This year's will be about 1,420, he predicts.

Denver also dug into its data to see if other practices were serving it well. Like most colleges, it doesn't have the resources to meet the full financial need of every student it admits. So it was "gapping" some admitted students, offering them less aid than would meet their demonstrated need. That had unfortunate consequences, Mr. Willoughby found. Of students who started with a gap of \$10,000 or more, only half were still enrolled at the end of their third year. Keeping enrollment up isn't just about recruiting students, but retaining them, too.

This year, instead of admitting the students it wanted most and then awarding aid, Denver became need-aware for the bottom quarter of its class. The students who previously would have been admitted with a significant gap were instead wait-listed or denied. The move has led to candid conversations with families, some of whom appreciated the university's honesty, says Mr. Willoughby.

"We had to be realistic," he says, "about who could afford us and who we could realistically afford."

ENROLLMENT MANAGERS are powerful figures on campus. They have a lot to do with whom professors will teach and whether the college will have enough money for raises this year. Still, that power has its limits.

Bringing in the class requires four things, says Robert A. Sevier, a senior vice president at Stamats, a consulting firm. Two of those things, recruitment and financial aid, are the purview of an enrollment manager. The others, a compelling brand and programs that students want and competitors don't have, are not.

Even so, it's awfully tempting for a college to blame admissions when something goes wrong, says Cal Mosley, vice president for admissions and financial aid at the College of Saint Benedict and Saint John's University, in Minnesota. After all, he says, colleges usually approach budget issues from the side of increasing revenue rather than cutting costs. Some presidents and boards expect admissions to solve all of their problems—say, by bringing more students, at a lower tuition-discount rate to the same old campus. He calls that "a failure of leadership."

In the past, presidents led, professors taught, and admissions officers recruited. To better meet the enrollment challenges that liberal-arts colleges face now, Robert Murphy has changed that equation. At Hobart and William Smith Colleges, in Geneva, N.Y., practically everyone engages with prospective students. "One big admissions office," he says. "This is a campuswide thing."

Mr. Murphy, vice president for enrollment and dean of admissions, took the job in 2009. Hobart and William Smith had raised their tuition-discount rate significantly but had still

fallen well short of their freshman-enrollment goal. Mr. Murphy, who had long worked for PepsiCo, retooled his recruitment strategies with customer service in mind.

His goal was to build better relationships across the campus. Early on, he rejected the notion that more applications would help. Converting those in hand was the key, he told the trustees. "I'd seen all these people chasing apps, saying 'Oh, we had a 20-percent increase,' but their net revenue was lower," he says. "That's a disease in the system. What was going to solve the problem was getting applications that we could yield, kids in our wheelhouse."

Hobart and William Smith's admissions officers now spend more time in key geographic areas, such as Boston and New York City, that produce about three-quarters of their applicants—and less time elsewhere. Soon about half the staff will work remotely, to spend more time visiting students. In April, after acceptances go out, the admissions staff—often Mr. Murphy himself—hits the road again to meet with the accepted students, sometimes at Starbucks. "Showing up more and more really helps," Mr. Murphy says.

In 2009, Hobart and William Smith received 5,200 applications; since then the numbers have held steady at 4,500. The colleges have become more selective, bringing the acceptance rate down. And the yield—the share of accepted students who enroll—has risen to about 30 percent, from 18 percent four years ago. That's the last time the colleges went to the wait list.

To achieve this, the admissions office enlisted the help of dozens of faculty members. They speak at campus events and go on recruiting trips. When a prospective applicant expresses an interest in chemistry, the admissions office forwards her name to a chemistry professor, who promptly calls or e-mails her.

Mr. Murphy, a former director of career ser-

Pros and Cons of Key Enrollment Strategies

+ A bigger pool of applicants **raises selectivity** and gives admissions officers more opportunities to enroll **high-achieving students** and to increase diversity.

Increase the size of the applicant pool.

- More applications mean **more work** for admissions officers, and enrollment outcomes become **harder to predict**. Who's actually going to enroll?

+ Recruiting farther away from campus, especially in states with an abundance of high-school graduates, can help **shore up declines** in local markets.

Expand recruitment to far-flung states.

- Persuading students to come a long way can prove **difficult, expensive, and time-consuming**. Colleges without a strong brand can face a wild-goose chase.

+ Larger scholarship offers could encourage students to **pick the college over more-selective rivals** and help meet enrollment targets.

Discount more heavily.

- Competing mainly on price runs the risk of encouraging **bidding wars** and might prevent the college from bringing in enough tuition revenue.

+ Explaining what the college is like can help **attract students** who flourish, graduate on time, and donate lots of money later.

Better articulate the college's brand.

- If the brand is **not compelling**, not enough students will enroll. If the brand is **not conveyed well**, the students who do enroll might not be happy.

vice at the colleges, meets regularly with the heads of banks and advertising companies. The purpose of that networking? To pave the way for internships.

Hobart and William Smith have recast their recruitment pitch to emphasize career development. The campus tour used to start at the college's first library; now it begins at the career center, where families learn about its extensive, four-year Pathways program to prepare students for the world of work.

Nobody's trying to vocationalize the college's liberal-arts offerings, says Mr. Murphy, who still oversees the career center. But describing how Hobart and William Smith plan to help students translate their skills is crucial in dealing with consumers often skeptical of liberal-arts colleges.

"When I stand up and talk to parents, I tell them I'm not going to bore them and insult them by saying how nice the trees are and how nice the buildings are," Mr. Murphy says. "If you're the dean of admissions now, you'd better be able to talk about outcomes."

ENROLLING A CLASS is a never-ending experiment. Asking what didn't work and why is part of the job, especially after a rough year. An enrollment drop means that administrators must take a hard look at their choices over time.

At St. Mary's, officials are trying to draw lessons from this year's shortfall. It coincided with the first admissions cycle using the Common Application, and applications for the freshman class rose 14 percent over the previous year. Sometimes such a spike can throw off projections of yield, although it's not clear how, or if, that was the case for St. Mary's. A shift in financial-aid strategy seems to have been a major factor: The college stopped awarding merit scholarships to many core students, a move that turned some of them away. And in recruitment, the college was stuck in old ways that had come to seem distant to some families.

After the news in May, college officials were shocked; now they're resolved, says Joel Wincowski, interim vice president for enrollment management and dean of admissions. "There's acceptance on campus, no panic," he says. "We've pulled together as a group."

Mr. Wincowski, who arrived in June, is a former enrollment officer who works for an interim-leadership firm that sends him on fix-it missions. His charge was to make changes in the admissions office while the college searched for a new person to lead it. Over the summer, he and his staff shored up this fall's class, ultimately enrolling a total of 481 new students: 384 freshmen and 97 transfers. Although that's still short of the goal of 550, the

staff managed to cut the initial deficit in half, reducing the financial impact on the college.

Personalization is the new mantra, Mr. Wincowski says. That's in part because of the survey of accepted students, most of whom had enrolled elsewhere. Question 13 asked what St. Mary's could have done that would have made them choose the college. The most common response: "better interaction."

"We were somewhat nonexistent in Facebook and Twitter," Mr. Wincowski says. "We didn't text anyone, and we behaved somewhat as if we were a large state institution, sending people out on massive tours."

Now a social-media plan is in the works. At a recent open house, 140 prospective students signed up to text with admissions officers. The college has extended campus tour guides' hours so that each tour includes just one or two families. And every student who visits now gets a one-on-one meeting with an admissions officer.

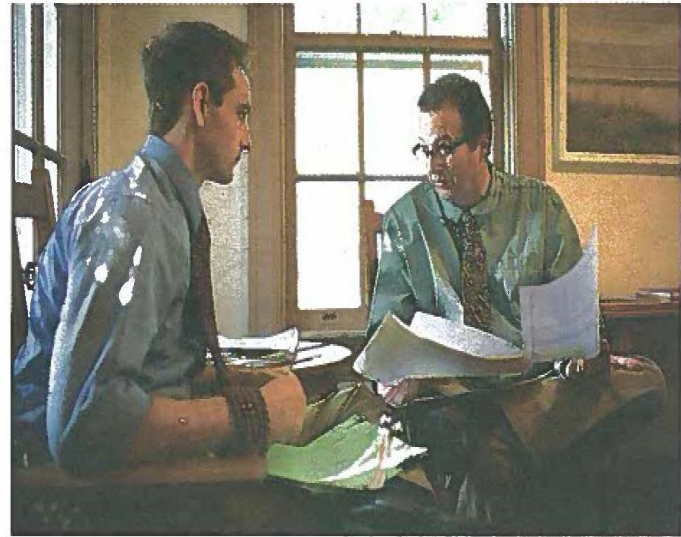
The admissions staff will also visit more high schools. Last year, Mr. Wincowski says, admissions officers visited several high schools in 11 of Maryland's counties, but just two high schools in the other 13. That will change, he says.

On the small campus, many people are pitching in. When sign-up sheets for lunches with prospective students were circulated among professors, a semester's worth of slots filled up in just a few days. That let the admissions office make an unprecedented offer to applicants: Schedule lunch with a faculty member on any Monday or Friday. An English professor volunteered to write the text for a new viewbook, telling Mr. Wincowski he would do it free because he loved the college so much.

Although Mr. Wincowski is encouraged, he's also frank about the challenges St. Mary's faces. For one thing, he says, the college must rethink its financial-aid strategies. The shift in tactics this past admissions cycle put more money into need-based aid and offered larger grants to the highest-achieving students. To do that, the college reduced the number of small merit scholarships to middle-of-the-pack applicants.

"We gave up our bread-and-butter students," Mr. Wincowski says. "We threw a lot of money at other students, who, when I look at the surveys, are going to Penn, Princeton, Cornell, Davidson." St. Mary's couldn't compete, he says. "To spend that kind of money to draw those students away, the strategy didn't work well at all."

A \$2,000 scholarship might not seem like much to take off the table from one year to the next. But the parents of a child with solid grades and a 1240 SAT score might see it dif-



JAY PREMAK FOR THE CHRONICLE

ferently, Mr. Wincowski says. "If you take that away, you've lost what the parents want to talk about. It's a small amount of money, but it means a lot."

St. Mary's new enrollment chief, who starts in October, won't have the easiest job. For one thing, St. Mary's competes against other public colleges with lower price tags, as well as private colleges that can discount more aggressively.

When Moody's Investors Service downgraded the college's bond rating this month, it cited "a sharp and unexpected drop" in incoming freshmen and a "softening of demand." But in the long term, Moody's projects that St. Mary's will be able to stabilize its enrollment and revenue under new leadership.

Next year, regular-decision applicants will get verdicts by February 15, closer to when many of the state's other public colleges let them know. The goal is to send scholarship notifications then and, when possible, complete aid offers, too.

Meanwhile, St. Mary's has broader messages to convey. Many students, its survey showed, didn't grasp its identity as an "honors college." On his first day there, Mr. Wincowski asked the admissions staff to explain what the term meant. "It was hard for them," he says. "No wonder students don't know what it is, because we have a hard time articulating it ourselves."

New marketing materials will do that, by showcasing graduates' success. "St. Mary's was an institution that didn't brand," Mr. Wincowski says. "We hadn't been telling the story."

As at many colleges, a conundrum has led to a search for clues, some of which are inspiring new strategies. If history is any guide, some of them will work—at least until next year. ■

"We gave up our bread-and-butter students," says Joel Wincowski (right), of St. Mary's College of Maryland, which examined the reasons for an enrollment shortfall this year. "We threw a lot of money at other students." He discusses a revamped admissions strategy with a colleague, Galen Hench.